



EVALUATION OF THE  
ADULT NIGHT CLASS PROGRAM

PREPARED BY:

RESEARCH & ANALYTICAL SERVICES  
HUMAN RESOURCE DEVELOPMENT  
PEI DEPARTMENT OF INDUSTRY

IN CO-OPERATION WITH:

ADULT & CONTINUING EDUCATION  
HUMAN RESOURCE DEVELOPMENT  
PEI DEPARTMENT OF INDUSTRY

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## EXECUTIVE SUMMARY

In the summer of 1987, the Research and Analytical Services Section and the Adult and Continuing Education Section of the PEI Department of Industry conducted an evaluation of the Department's Adult Night Class Program. The purpose of this evaluation was -

1. to determine how the Adult Night Class Program could improve its effectiveness and efficiency and
2. to ascertain potential improvements in the day-to-day and overall operation of the Adult Night Class Program.

The following three groups were surveyed/interviewed -

1. Adults who enrolled in the Program in 1985/86 or 1986/87 (referred to as students)
2. Instructors who taught classes in 1985/86 or 1986/87, (referred to as instructors) and
3. Holland College staff who were responsible for administering/supervising the Adult Night Class Program in 1985/86 or 1986/87, (referred to as administrators).

A questionnaire was developed and mailed out to each adult who was enrolled in the Program in 1985/86 or 1986/87, while interview schedules were developed for the other two groups. A summary of the analysis of the data for these three groups is presented below.

### Student Questionnaire

The majority of students were pleased with the Adult Night Class Program as 73 percent of the respondents indicated they learned a great deal. As a matter of fact, fewer than 10 percent of the respondents indicated the classes were not beneficial to them.

As well, the majority of respondents were pleased with their teachers as 98.6 percent indicated their teacher(s) was either good or very good.

The majority of students (95%) indicated the location of the class was a suitable distance from their home. As well, the majority of students (95%) said the classroom was satisfactory. A high percentage of students (79%) agreed with the present situation that Adult Night Classes be held two nights per week. Approximately three quarters of the respondents (74%) would like to see classes start in the early fall and end in early spring.

The majority of students indicated the content of the text books (82%), handouts (92%) and workbooks (76%) was adequate. As well, a high percentage of respondents also indicated the number of textbooks (80%), handouts (90%) and workbooks (71%) was adequate. English, math, science and social studies were the subjects most often listed as having inadequate textbooks, handouts and workbooks.

Fifty percent of the respondents would like to see other subjects offered in the Adult Night Class Program. As well, respondents provided a variety of additional subjects they would like to see offered. A larger number of respondents indicated they would like to have a health course offered.

Although the majority of respondents were satisfied with the Adult Night Class Program, 27 percent of the respondents provided some suggestions for improving the Program. Some of the suggestions provided were:

1. improving the books
2. covering more material
3. having more class time
4. having longer courses, and
5. advertising the Program more.

#### Instructors Interview Schedule

The majority of instructors were satisfied with the number of nights per week and time of year for Adult Night Classes. The majority of instructors indicated the classes should be for two nights per week from 7:00 - 10:00 P.M. and should run from October to March.

With the exception of the grade 1-6 class, the majority of instructors in the other grade levels indicated enrollment in their class was just right. As well, the majority of instructors (89%) indicated the classroom facilities were adequate and 98 percent of the instructors said the course location was suitable to the majority of students.

Although the majority of instructors were satisfied with some aspects of the Adult Night Class, they had difficulties with other areas. A significant percentage of instructors indicated the Adult Night Class curriculum was not current. Almost half of the respondents (48%) indicated the difficulty with the present curriculum was the material was out of date. As well, 72% of the instructors indicated the curriculum should be standardized.

A large percentage of instructors indicated grade 12 Adult Night Class is not equivalent to grade 12 general (44%) or grade 12



(4)

academic (87%), while 30 percent of the instructors said grade 12 Adult Night is not equivalent to grade 12 P.V.T. (Preparation for Vocational Training). Nevertheless, 74 percent of the instructors said grade 12 Adult Night Class should be equivalent to grade 12 general. The majority of respondents who indicated grade 12 Adult Night Class should be equivalent to grade 12 P.V.T., grade 12 general or grade 12 academic indicated more time is required in order to obtain this equivalency.

Twenty-four of the 46 instructors had difficulties obtaining learning resources. A large number of these instructors said in order to resolve the difficulties more books and more money are required.

A higher percentage (54%) of instructors indicated the content of the textbooks was inadequate but the number of textbooks was adequate (57%). The content of the textbooks was said to be inadequate because they were out of date, there was not enough of them and they were too low a level.

Of those who used workbooks and handouts, a larger percentage said the content was adequate, while a higher percentage said the number of handouts was adequate but the number of workbooks was inadequate.

The major difficulty instructors encountered in teaching different grade levels in the same class was the lack of time there was to spend with each grade or with individual students.

Clearly, in order for the Adult Night Class Program to be more effective some of these difficulties need to be resolved.

Administrators Interview Schedule

The majority of the administrators indicated the objective of the Adult Night Class Program is currently being met. As well, all administrators indicated the Adult Night Classes should be held two nights per week. The Adult Night Class Program currently goes from October to March, the administrators indicated classes should be extended by either starting earlier in the fall or running later into the spring or both.

When the Principal of the Vocational Division analyzed the budget for each item he indicated more money is required for each item such as salary and books. As a matter of fact, it was indicated the total current budget should be twice the amount of the 1986/87 budget. As well, the majority of administrators (five of the six administrators) indicated a nominal fee should be charged for taking Adult Night Classes.

Some of the administrators encountered difficulties in administering the Program. They provided a variety of suggestions for changes in the administration of the Adult Night Class Program; such as, more resources in more locations, standardize the administration of the TABE test and more involvement of administrators in the Program.

In addition to providing suggestions on how to change the administration of the Adult Night Class Program, administrators provided a number of changes they would like to see in the Program curriculum; such as, standardize the Program and update the books. As well, they provided suggestions for changing other areas of the Program; such as, more advertising, a regular review of the courses

by the Department of Industry and Holland College administrators and money to offer classes during the day.

Comparison of Students, Instructors and Administrators Responses

- Although the students, instructors and administrators were satisfied with some areas of the Adult Night Class Program, they also identified areas that required changes.
- When all three groups (students, instructors and administrators) were asked similar questions concerning the Adult Night Class Program (such as, timing of the course, entrance requirements, program equivalency, suggestions for changes to the Program) their responses were much the same.

RECOMMENDATIONS

Pre-requisite for Adult Night Class:

1. The Adult Night Class Program should continue to be offered free of charge in Prince Edward Island.
2. The Adult Night Class Program should be available to all adult Island residents regardless of their education level.

Time Schedule for Adult Night Class

3. Adult Night Classes should continue to be held two nights per week and classes should continue to be from 7:00 - 10:00 P.M.
4. Adult Night Classes should continue to be offered from the fall of one year to the spring of the following year.  
Nevertheless, the course may be extended by having classes run from mid September to mid April.

Adult Night Class Program Curriculum

5. The Adult Night Class Program curriculum should be standardized throughout the Province. This standardization should be in place prior to the beginning of the 1989/90 classes. The Department of Industry should assess the classes on an on-going basis to ensure this standardization is implemented and maintained.
6. The textbooks and other resource material used in the Adult Night Classes should be reviewed in order to determine whether the material is up-to-date. This review should be complete prior to the beginning of the 1989/90 classes.
7. Effective 1988/89, the same standardized achievement test should be given by all Adult Night Class instructors to students who enroll in the Program. This test should be given to all students at a consistent point in time at the beginning of the classes (for example, the third night of classes).
8. The Adult Basic Education, Adult Night Upgrading Handbook prepared by Holland College should be updated on an annual basis to reflect any changes in the Adult Night Class Program. Each year, an updated copy of this Handbook should be provided to all Adult Night Class Instructors prior to the beginning of classes.

Adult Night Class Program Equivalency

9. The final exams for all grade 9, 10, 11 and 12 Adult Night Class students should be replaced with the General

Educational Development Exams beginning in 1990/91. As well, the Adult Night Class Program Certificates for these students should be replaced with the General Educational Development Certificates. All Adult Night Class instructors should be briefed on the Department of Education's General Educational Development Exams. The Department of Education should be asked to assist in administering the General Educational Development Exams and in issuing the certificates.

Instructors

10. Beginning in 1988/89 all new Adult Night Classes instructors who are being hired should have a valid Prince Edward Island teacher's certificate or at least five years previous teaching experience.
11. Beginning in 1988/89 annual meetings should be held for all Adult Night Class instructors. These meetings should be held no later than two months after the beginning of classes. The purpose of the annual meeting is to discuss any problems instructors may be encountering and to exchange ideas concerning teaching techniques.

Program Co-ordination

12. Beginning in the 1988/89 fiscal year (as soon as feasible) a committee consisting of Holland College Adult Night Class administrators and Department of Industry Adult Night Class Program managers should be formed. This committee should meet on an annual basis or more frequently depending on the need.

## INTRODUCTION

The Adult Night Class Program funded by the Prince Edward Island Department of Industry provides adults with the opportunity to upgrade their academic proficiency. Classes are offered by Holland College through part-time study during the evening. This program is offered free of charge to all residents of Prince Edward Island who are 18 years of age or over and have been out of school for at least one year.

The main objective of the Adult Night Class Program is to increase the academic attainment level of all adult residents in Prince Edward Island who currently possess less than a Grade 12 equivalency.

In an effort to determine whether the Adult Night Class Program is achieving this objective, the Research and Analytical Services Section and the Adult and Continuing Education Section of the PEI Department of Industry conducted an evaluation of the Adult Night Class Program during the summer of 1987.

The following report presents an analysis of the results of this evaluation and will conclude with some recommendations for improving the Program. Before presenting the analysis, it is important to discuss the methodology of the evaluation.

## METHODOLOGY

### OBJECTIVES

The following objectives were identified to ensure that the questionnaire and interview schedules would yield the desired results.



- 1) To determine how the Adult Night Class Program could improve its effectiveness and efficiency, and
- 2) To ascertain potential improvements in the day-to-day and overall operation of the Adult Night Class Program.

#### SURVEY POPULATION

The following three groups were survey/interviewed -

- 1) Adults who were enrolled in the Adult Night Class Program in 1985/86 or 1986/87 (referred to as students throughout this report)
- 2) Adult Night Class instructors who taught classes in 1985/86 and/or 1986/87 (referred to as instructors in this report)
- 3) Holland College staff who were responsible for administering or supervising the Adult Night Class Program in 1985/86 and/or 1986/87. (Referred to as administrators throughout the report).

The names and addresses of the students, instructors and administrators were obtained from Holland College Administration office.

Separate interview schedules were developed for the instructors and administrators, while a questionnaire was developed and mailed out to each student. Copies of the interview schedules and questionnaire are contained in Appendix 1 of this report.

### PRE-TEST

A pre-test was carried out on the interview schedules and the questionnaire to determine whether there were any difficulties interpreting the questions. Based on the pre-tests several changes were made to each interview schedule and the student questionnaire.

The following sections will analyze information obtained from the interviews and the questionnaires. First we will consider the results of the student questionnaires.

### STUDENT QUESTIONNAIRES ANALYSIS

#### Response Rate

Questionnaires were mailed out to 823 students, 84 of these students could not be located. Thus, of the 739 students who could be located 427 or 58% returned the questionnaires. It is important to consider some background information on the students.

### BACKGROUND INFORMATION ON STUDENTS

#### Location

The address of the students were used to code the location within the Province to determine whether people from various areas of the Province participated in the Program. Table 1 illustrates the number and percentage of students by location.

TABLE 1NUMBER AND PERCENTAGE OF STUDENTS BY LOCATION

| <u>LOCATION</u> | <u>NUMBER OF STUDENTS</u> | <u>PERCENTAGE OF TOTAL</u> |
|-----------------|---------------------------|----------------------------|
| Abrams Village  | 3                         | 0.7                        |
| Albany          | 4                         | 0.9                        |
| Alberton        | 12                        | 2.8                        |
| Belfast         | 1                         | 0.2                        |
| Borden          | 3                         | 0.7                        |
| Bunbury         | 1                         | 0.2                        |
| Cardigan        | 8                         | 1.9                        |
| Central Bedeque | 1                         | 0.2                        |
| Charlottetown   | 99                        | 23.2                       |
| Cornwall        | 17                        | 4.0                        |
| Crapaud         | 1                         | 0.2                        |
| Elmsdale        | 5                         | 1.2                        |
| Ellerslie       | 10                        | 2.3                        |
| Georgetown      | 7                         | 1.6                        |
| Hunter River    | 4                         | 0.9                        |
| Kensington      | 32                        | 7.5                        |
| Miminegash      | 1                         | 0.2                        |
| Miscouche       | 8                         | 1.9                        |
| Montague        | 33                        | 7.7                        |
| Morell          | 2                         | 0.5                        |
| Mount Stewart   | 19                        | 4.5                        |
| Murray River    | 4                         | 0.9                        |
| North Wiltshire | 1                         | 0.2                        |
| O'Leary         | 11                        | 2.6                        |
| Parkdale        | 4                         | 0.9                        |
| Pownal          | 3                         | 0.7                        |
| Richmond        | 3                         | 0.7                        |
| Rustico         | 2                         | 0.5                        |
| Sherwood        | 12                        | 2.8                        |
| Souris          | 9                         | 2.1                        |
| St. Eleanors    | 13                        | 3.1                        |
| St. Peters      | 5                         | 1.2                        |
| Stanley Bridge  | 1                         | 0.2                        |
| Sturgeon        | 1                         | 0.2                        |
| Summerside      | 53                        | 12.4                       |
| Tignish         | 10                        | 2.3                        |
| Tyne Valley     | 3                         | 0.7                        |
| Wellington      | 11                        | 2.6                        |
| Wilmot          | 2                         | 0.2                        |
| Winsloe         | 2                         | 0.2                        |
| York            | 5                         | 1.2                        |
| TOTAL           | 426(1)                    | 99.0(2)                    |

NOTE: (1) One label was torn off therefore the address could not be coded

(2) Percentage does not add to 100 due to rounding.

SOURCE: Adult Night Class Program Student Questionnaire Summer 1987

Table 1 clearly shows the students enrolled in the Adult Night Class Program are from various locations throughout the Province. As a matter of fact, forty-one different locations were identified. The largest number of students came from Charlottetown (99 or 23%) followed by Summerside (53 or 12%). When considering the number of students enrolled by county, a larger percentage (43.4%) were from Prince County, while 40.4 percent of the students were from Queens County and the remaining 16.2 percent were from Kings County. It is important to note that enrollment in the Adult Night Class Program is voluntary, therefore the locations recording a larger number of students does not necessarily represent locations with a larger number of residents with less than a grade 12 education. It is interesting to consider how many males and females are entering the program, as well as the age of the students.

#### SEX AND AGE GROUPS

Of the 427 students who returned their questionnaire 254 (59%) were female and 173 (41%) were male.

Students were also asked their year of birth, which was used to calculate their present age. Since some students enrolled in 1985/86 their age does not reflect their age at the time they attended classes. Table 2 illustrates the number of students by age groups.

**TABLE 2**  
**NUMBER OF STUDENTS BY AGE**

| <u>AGE</u> | <u>NUMBER</u> | <u>PERCENTAGE</u> |
|------------|---------------|-------------------|
| 15-19      | 21            | 5.1               |
| 20-24      | 112           | 27.1              |
| 25-34      | 150           | 36.3              |
| 35-44      | 96            | 23.2              |
| 45-54      | 24            | 5.8               |
| 55-64      | 9             | 2.2               |
| 65+        | 1             | 0.2               |
|            | <u>413</u>    | <u>99.9</u>       |

NOTE - 14 respondents did not provide their year of birth

SOURCE: Adult Night Class Program Student Questionnaire, Question 2

The average age of the students was 31, with the youngest student being 17 and the oldest 65.

The highest percentage of students are between the ages of 25-34 (36%). As well, the 20-24 and 35-44 age groups accounted for a larger percentage of students, accounting for 27 and 23 percent respectively. As a matter of fact, 87 percent of the students were between 20 and 44 years of age. This is not unusual given the fact that younger individuals (19 years of age or younger) may still be in school. Those who have recently dropped out, are probably not interested in upgrading their education at this time. Individuals who are older than 44 may not be interested in returning to school since they have been out of school for a number of years.

#### EDUCATION

Students were also asked to indicate the highest level of education they completed before taking the Adult Night Class

Program. Table 3 illustrates the number and percentage of students by level of education.

TABLE 3  
HIGHEST LEVEL OF EDUCATION COMPLETED BY STUDENTS

| <u>EDUCATION LEVEL</u> | <u>NUMBER OF STUDENTS</u> | <u>PERCENTAGE</u> |
|------------------------|---------------------------|-------------------|
| Grade 6                | 15                        | 3.5               |
| Grade 7                | 28                        | 6.6               |
| Grade 8                | 71                        | 16.7              |
| Grade 9                | 96                        | 22.6              |
| Grade 10               | 132                       | 31.1              |
| Grade 11               | 70                        | 16.5              |
| Grade 12               | 12                        | 2.8               |
|                        | <u>424</u>                | <u>99.8</u>       |
| Missing                | 3                         |                   |

SOURCE: Adult Night Class Program Student Questionnaire, Question 3

Table 3 clearly shows a higher percentage of students who enrolled in the Adult Night Class Program have obtained a grade 10 education (31%) prior to entering Adult Night Classes. As well there were a high percentage of students who completed grade 8 (17%), grade 9 (23%) and grade 11 (17%). As a matter of fact, almost three-quarters (73%) of the students indicated they had at least a grade 9 education prior to enrolling in the Adult Night Class Program. It is also interesting to note that approximately 3 percent of the respondents indicated they had grade 12 prior to taking Adult Night Class. These students may have been out of school for a while and took the Adult Night Classes as a refresher course, as there is no restriction on grade level for entering the Program.



As well, individuals are not restricted by the number of years they may enroll in the Adult Night Class Program. It is interesting to consider how many students were enrolled in the Program more than one year.

#### YEARS ATTENDED ADULT NIGHT CLASS

The students were asked, "what year(s) did you attend the Adult Night Class Program?" Table 4 illustrates the years students attended classes by the number of students.

TABLE 4

#### YEARS ATTENDED THE ADULT NIGHT CLASS PROGRAM

| <u>YEARS ATTENDED</u>            | <u>NUMBER OF STUDENTS</u> | <u>PERCENTAGE</u> |
|----------------------------------|---------------------------|-------------------|
| 1985/86                          | 112                       | 26.2              |
| 1986/87                          | 189                       | 44.3              |
| 1984/85 & 1985/86                | 28                        | 6.6               |
| 1985/86 & 1986/87                | 47                        | 11.0              |
| 1984/85 & 1986/87                | 3                         | 0.7               |
| Prior to 1980 & 1986/87          | 7                         | 1.6               |
| 1983/84 to 1986/87               | 2                         | 0.5               |
| 1982/83 to 1985/86               | 1                         | 0.2               |
| 1981/82 & 1985/86                | 1                         | 0.2               |
| 1984/85 to 1986/87               | 10                        | 2.3               |
| 1983/84 & 1986/87                | 2                         | 0.5               |
| 1982/83 & 1986/87                | 1                         | 0.2               |
| Prior to 1980, 1982/83, 1985/86  | 1                         | 0.2               |
| 1982/83, 1985/86 & 1986/87       | 3                         | 0.7               |
| 1982/83 to 1985/86               | 2                         | 0.5               |
| 1983/84 to 1985/86               | 6                         | 1.4               |
| Prior to 1980 & 1985/86          | 2                         | 0.5               |
| Prior to 1980, 1984/85 & 1985/86 | 1                         | 0.2               |
| 1981/82, 1983/84 & 1986/87       | 1                         | 0.2               |
| 1983/84 & 1985/86                | 4                         | 0.9               |
| 1981/82, 1983/84, 1985/86        | 1                         | 0.2               |
| 1980/81 & 1986/87                | 1                         | 0.2               |
| 1982/83, 1983/84, 1985/86        | 1                         | 0.2               |
| 1980/81 & 1985/86                | 1                         | 0.2               |
|                                  | <u>427</u>                | <u>99.7</u>       |

SOURCE: Adult Night Class Program Student Questionnaire, Question 2

As outlined earlier in this report only those students who were enrolled in the Adult Night Class Program in 1985/86 or 1986/87 were surveyed. As a result, each student would have indicated they were enrolled in the Program in at least one of these two years. Table 4 indicates a higher percentage of students (44%) were enrolled in the Program only in 1986/87. As well, a large percentage of the students (26%) were enrolled in the Program only in 1985/86. As a matter of fact, 70 percent of the students who responded were enrolled in the Program for only one year, while the remaining 30 percent were enrolled for two or more years. It is interesting to note that 11 of the respondents (2.6%) were enrolled in the Adult Night Class Program prior to 1980. This would seem to suggest that some students have dropped out and re-enrolled in the Program in order to obtain their grade 12 education.

In addition to considering how long students were enrolled in the Adult Night Class Program, it is also important to consider whether students were able to complete the year.

#### FINISHING THE YEAR

In order to determine how many students drop out of Adult Night Classes, students were asked, "the last year you were in the Adult Night Class Program did you finish the year?" Of the 427 students who returned their questionnaires, 335 (78%) indicated they did finish the year. It is important to note the 22% may not reflect the drop out rate for a given year as the data used is for two years, therefore some students last year of class was in 1985/86 while others last year of class was 1986/87.

Of the 92 students who indicated they did not finish the last year they were in the Program, they were asked how long they were enrolled before they left. Table 5 illustrates the length of time these students were in the Adult Night Class Program.

**TABLE 5**  
**LENGTH OF TIME IN THE ADULT NIGHT CLASS PROGRAM BEFORE THEY LEFT**

| LENGTH OF TIME         | NUMBER OF STUDENTS | PERCENTAGE |
|------------------------|--------------------|------------|
| Less than one month    | 24                 | 26.1       |
| One Month              | 14                 | 15.2       |
| Two Months             | 20                 | 21.7       |
| Three Months           | 20                 | 21.7       |
| More than three months | 14                 | 15.2       |
|                        | 92                 | 99.9       |

**SOURCE:** Adult Night Class Program Student Questionnaire, Question 5B

Table 5 illustrates the highest percentage (26%) of students who did not finish the Adult Night Class Program were enrolled for less than one month. As well a large percentage were enrolled for two months (22%) and three months (22%). Only 15 percent of the students who did not finish the year, were enrolled for more than three months. Thus, the majority of students who drop out of the Adult Night Class Program drop out during the first half (three months) of the program, as 85 percent who dropped out in either 1985/86 or 1986/87 were in the program for three months or less.

Students who did not finish the year in the Adult Night Class Program were asked why they left. Table 6 provides the reason why students did not finish the year.

TABLE 6REASONS WHY STUDENTS LEFT THE ADULT NIGHT CLASS PROGRAM

| <u>REASONS</u>                   | <u>NUMBER OF RESPONSES</u> | <u>PERCENTAGE</u> |
|----------------------------------|----------------------------|-------------------|
| Personal reasons                 | 35                         | 38.9              |
| Illness                          | 9                          | 10.0              |
| Found the Program too hard       | 5                          | 5.6               |
| Did not find the Program helpful | 6                          | 6.7               |
| Other commitments                | 20                         | 22.2              |
| Other                            | 15                         | 16.7              |
|                                  | 90                         | 100.1             |

SOURCE: Adult Night Class Program Student Questionnaire,  
Question 5C

Most students (39%) who left the Adult Night Class Program did so for personal reasons. As well, 22 percent who left the Program left because of other commitments. Only 6 percent left the Program because they found it too hard, and 7 percent left the Program because they did not find it helpful. Of the 15 respondents (17%) who indicated "other reasons" for leaving the program, the majority of these students left because they either moved or found employment. Thus personal reasons and other commitments were the main reasons why students left the Adult Night Class Program.

In addition to examining why students left the Program, it is also important to consider how people found out about the Program.

ADVERTISING OF THE PROGRAM

Students were asked, "how did you learn about the Adult Night Class Program?" Table 7 illustrates how students found out about the program.

TABLE 7HOW STUDENTS LEARNED ABOUT THE ADULT NIGHT CLASS PROGRAM

| <u>HOW STUDENTS LEARNED ABOUT PROGRAM</u> | <u>NUMBER OF STUDENTS</u> | <u>PERCENT</u> |
|-------------------------------------------|---------------------------|----------------|
| Newspaper                                 | 146                       | 40.0           |
| Radio                                     | 3                         | 0.8            |
| Television                                | 0                         | 0.0            |
| Friend/Relative                           | 176                       | 48.2           |
| Canada Employment Centre                  | 18                        | 4.9            |
| Other                                     | 22                        | 6.0            |
|                                           | <u>365</u>                | <u>99.9</u>    |

SOURCE: Adult Night Class Program Student Questionnaire, Question 6

From Table 7, one can see the larger percentage of respondents (48%) found out about the Adult Night Class Program through a friend or relative. As well, 40 percent of the respondents found out about the Program from the newspaper. Very few respondents (0.8%) found out about the program from radio advertising and there were no respondents who found out about the program by television advertising. Of the 22 respondents who indicated they had found out about the Program from other sources (other than those specified), five received a paper from the school their children attended, eight received a pamphlet in the mail and two read about it in their church bulletin. Clearly, there were a number of ways in which respondents found out about the program. The data would seem to suggest that word of mouth is the most

frequent method used to publicize the Program. This might indicate the need for increased use of formal advertising mechanisms as some may not be aware of the Program given word of mouth advertising.

**Grade Level Started and Grade Level Completed**

Upon entering the Adult Night Class Program, some students are pre-tested to determine at which grade level they should be placed. Each student was asked what grade level they were placed at when they entered the program and the highest grade level they completed in the Program. Their responses are illustrated in Table 8.

**TABLE 8**

**GRADE LEVEL STARTED AND GRADE LEVEL COMPLETED  
IN THE ADULT NIGHT CLASS PROGRAM**

| GRADES      | GRADE LEVEL STARTED |              | GRADE LEVEL COMPLETED |              |
|-------------|---------------------|--------------|-----------------------|--------------|
|             | # OF STUDENTS       | PERCENTAGE   | # OF STUDENTS         | PERCENTAGE   |
| Grade 1 - 6 | 11                  | 3.0          | -                     | -            |
| Grade 7     | 8                   | 2.2          | 1                     | 0.3          |
| Grade 8     | 22                  | 6.1          | 11                    | 3.1          |
| Grade 9     | 48                  | 13.2         | 8                     | 2.3          |
| Grade 10    | 74                  | 20.4         | 69                    | 19.6         |
| Grade 11    | 81                  | 22.3         | 78                    | 22.2         |
| Grade 12    | 91                  | 25.1         | 185                   | 52.6         |
| Not sure    | 28                  | 7.7          | -                     | -            |
|             | <u>363</u>          | <u>100.0</u> | <u>352</u>            | <u>100.1</u> |

SOURCE: Adult Night Class Program Student Questionnaire, Question 7A and 8A

From Table 8, one can see that one quarter of those who entered the Adult Night Class Program entered grade 12. As well, 22 percent entered grade 11 and 20 percent entered grade 10. Approximately 68 percent of the students who responded indicated



they started the Adult Night Class Program at grade 9 or above. This is consistent with the data in Table 3 presented earlier which indicated almost three quarters of the students who entered the Adult Night Class Program had completed at least grade 9 education before taking Adult Night classes. Hence the Adult Night Class Program appears to provide training primarily to those who start at a grade 9 or higher level which raises the question as to where those with less than grade 9 are being trained.

Table 8 also illustrates the number of students by the highest grade level they completed.

Over one half (53%) of the respondents completed grade 12 in the Adult Night Class. Twenty-two percent completed grade 11 and 20 percent completed grade 10.

If we compare the grade level started in the Program with the grade level completed, it is clear that a large number of students were successful in completing more than one grade level in the Program as there was a higher percentage of students who indicated they had completed grade 12 (53%) compared to the percentage of students who indicated they had started at grade 12 (25%).

It is also important to determine whether students were satisfied with the grade level they were placed at.

In addition to asking what grade level they were placed at students were asked, "In your opinion, is this the grade level you should have been placed at?" Of those who responded 96 percent felt they were placed at the proper grade level when they entered the program, while the remaining 4 percent (14 respondents) did not believe they were placed at the correct grade level. Those who did not believe they were placed at the proper grade level when they started the program were asked what grade level they should have been placed in. Of the 14 respondents who believed they started at the wrong grade level, 50 percent (7 respondents) felt they should have started at a higher level, while 3 respondents indicated they should have started at a lower grade level, and the remaining 4 respondents either did not specify the grade level or were not sure what level they should have started at. Thus the majority of students were satisfied with the grade level they were placed in when they started the Program.

In addition to the highest grade level started and completed, students were asked whether they wrote the Department of Education's General Educational Development Exams.

#### GENERAL EDUCATIONAL DEVELOPMENT EXAMS (GED'S)

The General Educational Development Exams are administered through the Prince Edward Island Department of Education. These tests provide an opportunity for adults to obtain their High School

Equivalency Certificate<sup>1</sup>. Adult Night Class students were asked if they wrote the GED exams after completing the Adult Night Class Program. Of the students who responded only 17 percent (60 respondents) indicated they wrote the GED exams.

Those who wrote the GED exams were asked to indicate what grade level they obtained after writing the exams. The majority (72%) of those who wrote the GED exams obtained a grade 12 after writing the exams. Nine percent of those who wrote the GED exams obtained grade 11, 14 percent obtained a grade 10 and 5 percent obtained grade 9.

Those who did not write the GED exams were asked why they did not write the exams. Table 9 provides the reason why they did not write the GED exams.

**TABLE 9**

**REASON WHY STUDENTS DID NOT WRITE THE GED EXAMS**

| <b><u>REASON WHY STUDENTS DID NOT WRITE GED</u></b>                    | <b><u># OF STUDENTS</u></b> | <b><u>PERCENTAGE</u></b> |
|------------------------------------------------------------------------|-----------------------------|--------------------------|
| Did not know about the exams                                           | 31                          | 10.7                     |
| Did not believe they would help me                                     | 50                          | 17.2                     |
| Did not feel I was ready to write them                                 | 53                          | 18.2                     |
| Plan to write them in the future                                       | 104                         | 35.7                     |
| Didn't think it was necessary                                          | 11                          | 3.8                      |
| Was told Grade 12 Adult Night was the same or recognized more than GED | 6                           | 2.1                      |
| Planned to continue on to get higher grade                             | 8                           | 2.7                      |
| Other Commitment (working or moving)                                   | 4                           | 1.4                      |
| Did not realize I could                                                | 1                           | 0.3                      |
| Other                                                                  | 23                          | 7.9                      |
|                                                                        | <u>291</u>                  | <u>100.0</u>             |

**SOURCE:** Adult Night Class Program Student Questionnaire, Question 8D

Table 9 clearly shows that a significant percentage (36%) of the students who did not write the GED exams plan to write them in the future . As well, 18 percent who did not write the GED exams did not feel they were ready to write them, while 17 percent did not believe the GED exams would help them, and another 11 percent (31 students) did not know about the exams.

It is interesting to note that 11 students (4%) did not think it was necessary to write the GED exams, and six students were told that Grade 12 from Adult Night Class was either the same or recognized more than the GED exams. Also, one respondent did not realize he/she could write the GED exams. Although a higher percentage of students who did not write the GED exams, plan to write them in the future, there were also a large number who either did not know about the exams or were misinformed about the objective of the GED exams.

All students were asked whether their instructor encouraged them to write the General Educational Development Exams (GED's). Of the students who responded to this question 50 percent (171 students) indicated their instructors encouraged them to write while the remaining 50 percent who responded indicated the instructor did not encourage them to write the GED exams. This would seem to suggest that instructors vary in the degree to which they encourage students to write their GED's which would indicate the need for a standard policy with respect to GED. In addition to information on the Grade level completed students were asked what their present status was and whether the Adult Night Class program was helpful to them.

PROGRAM INFORMATION

Students were asked to indicate their present status in order to determine whether the Adult Night Class Program helped them in their career. Table 10 illustrates the status of the respondents.

TABLE 10  
PRESENT STATUS OF THE RESPONDENTS

|                            | NUMBER | PERCENTAGE |
|----------------------------|--------|------------|
| Employed with someone else | 228    | 63.3       |
| Self employed              | 18     | 5.0        |
| Unemployed                 | 99     | 27.5       |
| Homemaker                  | 6      | 1.7        |
| Taking courses             | 4      | 1.1        |
| Other                      | 5      | 1.4        |
| Total                      | 360    | 100        |

SOURCE: Adult Night Class Program Student Questionnaire - Question 9

Of those who indicated their present status more than two thirds (68%) were employed (63 percent were employed with someone else and 5 percent were self-employed), while 28 percent were unemployed. Some respondents were working in their own home (6 respondents) and some were taking courses (4 respondents). Thus the majority of respondents (96%) were in the labour force.

Students were asked, has the Adult Night Class Program been helpful to you? Of the students who responded 94 percent (343 students) indicated the program was helpful to them while the remaining 6 percent (22 students) indicated the program was not helpful to them.

The 343 students who indicated the program was helpful, they were asked to indicate how the program helped them. Table 11 illustrates the students' responses.

**TABLE 11**  
**HOW THE ADULT NIGHT CLASS PROGRAM WAS HELPFUL**

| REASON                                     | NUMBER OF RESPONDENTS | PERCENTAGE   |
|--------------------------------------------|-----------------------|--------------|
| Gave me more confidence                    | 245                   | 71.4         |
| Helped me to move to a higher position     | 10                    | 2.9          |
| Helped me to find a better job             | 24                    | 7.0          |
| Helped me to obtain higher wages/salary    | 7                     | 2.0          |
| Helped me to do a better job               | 25                    | 7.3          |
| Helped to prepare me for further education | 15                    | 4.4          |
| Served as a refresher                      | 4                     | 1.2          |
| Gave me better knowledge of things         | 5                     | 1.5          |
| Other                                      | 8                     | 2.3          |
|                                            | <u>343</u>            | <u>100.0</u> |

SOURCE: Adult Night Class Program Student Questionnaire, Question 10B

Table 11 clearly shows that the majority of students who found the Adult Night Class Program helpful indicated the program helped them to gain more confidence (71%). As well, seven percent indicated the program helped them do a better job and another seven percent indicated the program helped them find a better job. It is also interesting to note that 4 percent of the respondents indicated the Adult Night Class Program helped to prepare them for further education. Thus the Adult Night Class Program has helped students in a variety of ways. Overall, it would seem that after participating in the Adult Night Class Program students had more confidence in themselves.

Students who indicated the Adult Night Class Program was



not helpful were asked to indicate why it was not helpful. Table 12 presents the reasons why it was not helpful.

**TABLE 12**  
**REASONS WHY THE ADULT NIGHT CLASS PROGRAM WAS NOT HELPFUL**

| <u>REASONS</u>                              | <u>NUMBER OF RESPONDENTS</u> | <u>PERCENTAGE</u> |
|---------------------------------------------|------------------------------|-------------------|
| Did not help me find a job                  | 3                            | 14                |
| Did not help me move to a higher position   | 4                            | 19                |
| Did not help me obtain higher wages/salary  | 2                            | 9                 |
| Did not help me obtain a better job         | 5                            | 24                |
| I did not finish the Program                | 2                            | 9                 |
| Course too vague                            | 1                            | 5                 |
| Not recognized for the course I applied for | 1                            | 5                 |
| Other                                       | 3                            | 14                |
|                                             | <u>21</u>                    | <u>99</u>         |

**SOURCE:** Adult Night Class Program Student Questionnaire, Question 11

From table 12 one can see that a larger number of respondents who did not find the Program helpful indicated the Program did not help them obtain a better job (5) and the program did not help others move to a higher position (4) as well others said the Program did not help them find a job (3). One respondent indicated the Adult Night Class Program was not recognized for the course he/she applied for. It is important to note that the overall objective of the Adult Night Class Program is to increase the academic attainment level of all adult residents in the Province who currently have less than a Grade 12 equivalency. Therefore, individuals who enroll in the Adult Night Class Program are not

guaranteed employment. The Program helps individuals obtain a better education which may assist them in obtaining employment.

Although the majority of students (94 percent) indicated the Adult Night Class Program was helpful to them, a small percentage (6%) did not find the Program helpful. Each student was also asked the main reason why they took adult night classes. Table 13 provides the main reasons students took Adult Night Classes.

**TABLE 13**  
**REASON WHY STUDENTS TOOK THE ADULT NIGHT CLASS PROGRAM**

| <u>REASON</u>                                | <u>NUMBER OF RESPONDENTS</u> | <u>PERCENTAGE</u> |
|----------------------------------------------|------------------------------|-------------------|
| To upgrade my present level of education     | 199                          | 54.5              |
| To help prepare me to write my G.E.D. exams  | 10                           | 2.7               |
| To prepare me for further Education/Training | 106                          | 29.0              |
| To help me in my present job                 | 12                           | 3.3               |
| To help me obtain a better job               | 25                           | 6.8               |
| To help me find a job                        | 11                           | 3.0               |
| Other                                        | 2                            | 0.5               |
|                                              | <u>365</u>                   | <u>99.8</u>       |

SOURCE: Adult Night Class Program Student Questionnaire, Question 12

The main reason why students took the Adult Night Class Program was to upgrade their present level of education. Over half of the respondents (55%) indicated this was their reason for taking the classes. As well, 29 percent indicated they took the classes to prepare them for further education/training. Approximately 13 percent of the respondents indicated they took the classes for

employment related reasons. It is interesting to note that less than three percent took the classes as a preparation for the General Educational Development Exams. Thus, 86 percent of the respondents took the Adult Night Class Program for education or training related reasons.

In addition to determining whether the Adult Night Class Program was helpful, it is important to determine whether the course location and time were satisfactory.

#### EVALUATION OF COURSE LOCATION

The Adult Night Class Program is offered in various communities throughout the Province depending on the demand as well as available funds. Each student was asked at what location did he/she take his/her last Adult Night Class course. Table 14 shows the number of respondents enrolled in the various locations.

TABLE 14

#### LOCATION YOU TOOK YOUR LAST ADULT NIGHT CLASS COURSE

| <u>LOCATION</u>                     | <u>NUMBER OF RESPONDENTS</u> | <u>PERCENTAGE</u> |
|-------------------------------------|------------------------------|-------------------|
| Birchwood Junior High School        | 91                           | 24.8              |
| Ellerslie Consolidated School       | 10                           | 2.7               |
| Evangeline High School              | 13                           | 3.6               |
| Holland College Royalty Centre      | 19                           | 5.2               |
| Holland College Summerside          | 74                           | 20.2              |
| Holland College West Prince Centre  | 18                           | 4.9               |
| Kensington Senior High School       | 33                           | 9.0               |
| Montague                            | 46                           | 12.6              |
| Morell Consolidated School          | 1                            | 0.3               |
| O'Leary Elementary School           | 7                            | 1.9               |
| Souris (MacPhee Building)           | 11                           | 3.0               |
| Southern Kings School, Murray River | 6                            | 1.6               |
| Tignish Elementary School           | 6                            | 1.6               |
| Tracadie Community Centre           | 31                           | 8.5               |
|                                     | <u>366</u>                   | <u>99.9</u>       |

SOURCE: Adult Night Class Program Student Questionnaire,  
Question 13A

From Table 14 one can see almost one quarter (24.8%) of the respondents took the Adult Night Class course at Birchwood Junior High School. As well, a large number took the course at Holland College in Summerside (20%). This is consistent with the data recorded for the students address which was discussed earlier in this report, as there were a higher percent of respondents who lived in Charlottetown (23%) and Summerside (12%). As mentioned earlier it is important to note that enrollment in the Adult Night Class Program is voluntary, therefore, the number of students enrolled in each course location does not necessarily represent the locations with a larger number of residents with less than a grade 12 education.

Each student was asked if the course location was a suitable distance from their home as some may have difficulty in travelling. The majority (95%) of the students indicated the location was a suitable distance, while the remaining five percent (19 respondents) indicated the location was not a suitable distance from their home.

Students were also asked if the classroom was satisfactory. Of those who responded, 95 percent indicated the classroom was satisfactory while the remaining five percent indicated the classroom was not satisfactory.

Of those who indicated the classroom was not satisfactory they were asked to indicate the reasons. Table 15 presents the data.

TABLE 15REASON WHY THE CLASSROOM WAS NOT SATISFACTORY

| <u>REASON</u>                             | <u>NUMBER OF RESPONDENTS</u> | <u>PERCENTAGE</u> |
|-------------------------------------------|------------------------------|-------------------|
| Classroom was too small                   | 5                            | 28                |
| Classroom was either too cold or too warm | 7                            | 39                |
| Desks/seats were too small                | 4                            | 22                |
| Other                                     | 2                            | 11                |
|                                           | <u>18</u>                    | <u>100</u>        |

SOURCE: Adult Night Class Program Student Questionnaire,  
Question 14B

Seven respondents (39%) found the classroom either too cold or too warm, while five respondents (28%) found the classroom too small. Four of the respondents who found the classroom unsatisfactory indicated the desks/seats were too small. Clearly there are a number of reasons why some respondents were not satisfied with the classroom; nevertheless, only five percent of the respondents indicated the classroom was unsatisfactory. Students were also asked to comment on the time the Adult Night Classes are held.

EVALUATION OF COURSE TIME

The Adult Night Classes are currently held two nights per week. Students were asked how many nights should classes be offered. Table 16 illustrates their responses.

TABLE 16NUMBER OF NIGHTS PER WEEK ADULT NIGHT CLASS PROGRAM SHOULD BE OFFERED

| <u>NUMBER OF NIGHTS</u> | <u>NUMBER OF RESPONDENTS</u> | <u>PERCENTAGE</u> |
|-------------------------|------------------------------|-------------------|
| 1 Night                 | 3                            | 0.8               |
| 2 Nights                | 286                          | 78.6              |
| 3 Nights                | 42                           | 11.5              |
| 4 Nights                | 24                           | 6.6               |
| 5 or more nights        | 9                            | 2.5               |
|                         | <u>364</u>                   | <u>100.0</u>      |

SOURCE: Adult Night Class Program Student Questionnaire,  
Question 15A

The majority of students (79%) indicated the classes should be held for two nights per week. Twelve percent indicated the Adult Night Classes should be held for three nights per week. As a matter of fact, 21 percent of the students who responded indicated that classes should be held for more than two nights per week. Nevertheless, the majority of students (79%) were satisfied with the present situation, that is having classes offered two nights per week.

Adult Night Classes are currently offered from October of one year to March of the following year. Because of the seasonal nature of the Island economy it was felt more people would have an opportunity to attend classes during the late fall and winter when employment activity is at its lowest. Students were asked what is the best time of year to offer Adult Night Classes to determine whether students were satisfied with the present time of year. Table 17 presents the time of year indicated by students.

**TABLE 17**  
**BEST TIME OF YEAR TO OFFER THE ADULT NIGHT CLASS PROGRAM**

| <u>TIME OF YEAR</u> | <u>NUMBER OF RESPONDENTS</u> | <u>PERCENTAGE</u> |
|---------------------|------------------------------|-------------------|
| September - March   | 49                           | 13.6              |
| September - April   | 34                           | 9.4               |
| September - May     | 13                           | 3.6               |
| September - June    | 13                           | 3.6               |
| October - March     | 114                          | 31.5              |
| October - April     | 70                           | 19.3              |
| October - May       | 13                           | 3.6               |
| November - March    | 30                           | 8.3               |
| November - April    | 17                           | 4.7               |
| November - May      | 2                            | 0.5               |
| November - June     | 3                            | 0.8               |
| Other               | 4                            | 1.1               |
|                     | <b>362</b>                   | <b>100.0</b>      |

SOURCE: Adult Night Class Program Student Questionnaire,  
Question 15B



Thirty-one percent of the students who responded indicated October to March was the best time of year and 19 percent of the respondents indicated October to April was the best time of year to offer classes. As well 14 percent of the respondents indicated September to March was the best time of year to offer classes. Clearly, almost three quarters (74%) of the respondents would like to see Adult Night Classes begin in early fall and end in early spring.

As some comments had been received to extend the classes, students were asked if the Adult Night Classes were offered from September to June would they attend. Fifty-six percent of the respondents indicated they would attend if classes were offered from September to June while the remaining 44 percent indicated they would not attend.

Those who would not attend classes if they were offered from September to June, were asked why they would not attend. Their reasons are recorded in Table 18.

TABLE 18

REASON WHY YOU WOULD NOT ATTEND THE ADULT NIGHT CLASS  
IF IT WAS OFFERED FROM SEPTEMBER TO JUNE

| <u>REASON</u>                                         | <u>NUMBER OF RESPONDENTS</u> | <u>PERCENTAGE</u> |
|-------------------------------------------------------|------------------------------|-------------------|
| Course would be too long                              | 71                           | 45.5              |
| I return to work in the spring                        | 27                           | 17.3              |
| I am too busy with my job in the spring               | 31                           | 19.9              |
| I am too busy with my job in<br>September and October | 14                           | 9.0               |
| Other job related reasons                             | 4                            | 2.6               |
| Other                                                 | 9                            | 5.8               |
|                                                       | <u>156</u>                   | <u>100.1</u>      |

SOURCE: Adult Night Class Program Student Questionnaire,  
Question 15D

A large percentage of respondents (45%) felt the course would be too long if offered from September to June. As well, 49 percent of the respondents who indicated they would not attend Adult Night Classes if it was offered from September to June would not attend because of job related reasons.

In addition to determining what is the best time of year to offer Adult Night Classes, students were asked what is the best time of evening to attend classes. Table 19 illustrates the times provided by the respondents.

TABLE 19  
BEST TIME OF EVENING TO ATTEND ADULT NIGHT CLASSES

| <u>TIME (P.M.)</u> | <u>NUMBER OF RESPONDENTS</u> | <u>PERCENTAGE</u> |
|--------------------|------------------------------|-------------------|
| 5:30 - 8:30        | 4                            | 1.1               |
| 6:00 - 9:00        | 26                           | 7.1               |
| 6:30 - 9:30        | 56                           | 15.3              |
| 7:00 - 10:00       | 267                          | 72.8              |
| 7:30 - 10:30       | 13                           | 3.5               |
| Anytime after 5:00 | 1                            | 0.3               |
|                    | <u>367</u>                   | <u>100.1</u>      |

SOURCE: Adult Night Class Program Student Questionnaire,  
Question 16

Adult Night Classes are currently held from 7:00 to 10:00 P.M. Table 19 illustrates a large percentage of respondents (73%) were satisfied with the present time for class. Twenty-four percent of the respondents would like to see classes held earlier while four percent would like to see classes held later than the current schedule.

In summary, the majority of respondents were satisfied with

the course location and time as 95 percent of the respondents felt the course was a suitable distance from their home, 79 percent indicated classes should be held two nights per week and 73 percent indicated 7:00 - 10:00 P.M. was the best time of evening to offer classes. Overall, the majority were satisfied with the status quo.

In addition to determining whether the course location and time are suitable, it is important to determine whether students were satisfied with the content of the Program.

#### EVALUATION OF PROGRAM CONTENT

Students were asked a number of questions concerning the content and number of: textbooks, handouts and workbooks used in their course in order to determine if they were adequate.

##### Content of Textbooks, Handouts and Workbooks

When asked if the content of the textbooks used was adequate, eighty-two percent (300 respondents) of the students said the content was adequate while the remaining 18 percent (67 respondents) indicated the content of the textbooks was inadequate.

Some teachers use handouts to provide additional information on subject matters. Students were asked if the content of the handouts was adequate. Of those who responded 92 percent (332 respondents) indicated the content of the handouts was adequate, while three percent (12 respondents) indicated the content of the handouts was not adequate and the remaining five percent (17 respondents) indicated they did not use handouts.

Students were also asked about the content of the

workbooks. Of those who responded to the question, "In general, was the content of the workbooks adequate?" 76 percent (274 respondents) indicated the content was adequate, while 6 percent (21 respondents) indicated the content of the workbooks was not adequate and the remaining 18 percent (66 respondents) indicated they did not use workbooks.

Thus, the majority of respondents found the content of the textbooks, handouts and workbooks adequate. Those who indicated the content of the textbooks, handouts and workbooks were not adequate were asked to identify for which subjects were they inadequate. Table 20 provides the subjects identified by the number of respondents.

TABLE 20

SUBJECTS WHERE THE CONTENT OF THE TEXTBOOKS, HANDOUTS  
AND WORKBOOKS WAS INADEQUATE BY NUMBER OF RESPONDENTS

| SUBJECTS       | CONTENT OF TEXT-<br>BOOKS INADEQUATE<br># OF RESPONDENTS | CONTENT OF HAND-<br>OUTS INADEQUATE<br># OF RESPONDENTS | CONTENT OF WORK-<br>BOOKS INADEQUATE<br># OF RESPONDENTS |
|----------------|----------------------------------------------------------|---------------------------------------------------------|----------------------------------------------------------|
| English        | 24                                                       | 4                                                       | 6                                                        |
| Math           | 24                                                       | 3                                                       | 5                                                        |
| Algebra        | 6                                                        | 1                                                       | 2                                                        |
| Geometry       | 8                                                        | -                                                       | 1                                                        |
| Science        | 25                                                       | 4                                                       | 12                                                       |
| Biology        | 11                                                       | 1                                                       | -                                                        |
| Physics        | 9                                                        | 1                                                       | -                                                        |
| Chemistry      | 8                                                        | 1                                                       | 1                                                        |
| Social Studies | 20                                                       | 6                                                       | 6                                                        |
| History        | 2                                                        | 1                                                       |                                                          |

SOURCE: Adult Night Class Program Student Questionnaire, Questions 17B, 17D, 17F.

Table 20 clearly illustrates that English, math, science and social studies were the subjects most often listed by the respondents who indicated the content of the textbooks, handouts and workbooks were inadequate.

Students were also asked about the number of textbooks, handouts and workbooks.

**Number of Textbooks, Handouts and Workbooks**

When asked whether the number of textbooks were adequate, eighty percent (292 respondents) of the respondents indicated the number of textbooks was adequate, while the remaining 20 percent (72 respondents) indicated the number of textbooks was not adequate.

Ninety percent of the respondents (323 respondents) indicated the number of handouts was adequate. Five percent of the respondents (19 respondents) indicated the number of handouts was inadequate, while the remaining five percent of the respondents indicated they did not use handouts.

Students were also asked whether the number of workbooks in the course was adequate. Seventy-one percent of the respondents (251 respondents) indicated the number of workbooks in the course was adequate, while 10 percent of the respondents (36 respondents) indicated the number of workbooks in the course was not adequate. The remaining 19 percent of the respondents (69 respondents) indicated they did not use workbooks.

Students who said the number of textbooks, handouts and workbooks was inadequate were asked in which subjects were more needed. Table 21 presents a list of subjects identified by the respondents.

TABLE 21

SUBJECTS WHERE MORE TEXTBOOKS, HANDOUTS  
AND WORKBOOKS WERE NEEDED BY NUMBER OF RESPONDENTS

| SUBJECTS       | MORE TEXTBOOKS<br>NEEDED<br># OF RESPONDENTS | MORE HANDOUTS<br>NEEDED<br># OF RESPONDENTS | MORE WORKBOOKS<br>NEEDED<br># OF RESPONDENTS |
|----------------|----------------------------------------------|---------------------------------------------|----------------------------------------------|
| English        | 27                                           | 9                                           | 19                                           |
| Math           | 37                                           | 7                                           | 12                                           |
| Algebra        | 9                                            | 4                                           | 4                                            |
| Geometry       | 7                                            | 4                                           | 4                                            |
| Science        | 30                                           | 7                                           | 19                                           |
| Biology        | 5                                            | 2                                           | 4                                            |
| Physics        | 5                                            | 2                                           | 4                                            |
| Chemistry      | 5                                            | 2                                           | 4                                            |
| Social Studies | 19                                           | 3                                           | 12                                           |
| History        | 6                                            | 2                                           | 3                                            |
| Geography      | 1                                            | -                                           | 1                                            |
| Spelling       | 1                                            | -                                           | -                                            |

SOURCE: Adult Night Class Program Student Questionnaire, Questions 18B, 18D, 18F.

A large number of respondents indicated more textbooks, handouts and workbooks were required for English, math and science, as well a large number of respondents said more textbooks and workbooks were required for social studies.

In addition to math, some respondents also indicated the need for more textbooks, handouts and workbooks for algebra and geometry. Similarly, some respondents indicated a need for more biology, chemistry and physics material along with the need for more science material.



In summary, the majority of respondents found the content and number of textbooks, handouts and workbooks adequate. English, math, science and social studies were the subjects most often listed as having inadequate textbooks, handouts and workbooks. This is not unusual given that these are the main subjects taught in Adult Night Classes, other subjects may be offered if the instructor sees a need and has sufficient time. As well, some instructors depending on the grade level being taught may teach algebra and geometry rather than general math. As a result, not all classes are taught exactly the same subjects. Therefore students were asked if they would like to see other subjects offered.

#### ADDITIONAL SUBJECTS OFFERED

In order to determine if there is a need for other subjects in the Adult Night Classes, students were asked: "In addition to the subjects you took in the Adult Night Class would you like to see other subjects offered?" Approximately 50 percent of the respondents (178 respondents) indicated they would like to see other subjects offered. These respondents who would like to see other subjects offered were asked to indicate the subjects they would like to see offered. Table 22 provides a list of additional subjects.

TABLE 22OTHER SUBJECTS STUDENTS WOULD LIKE TO SEE OFFERED

| <u>SUBJECT</u>                                   | <u>NUMBER OF RESPONDENTS</u> |
|--------------------------------------------------|------------------------------|
| Algebra                                          | 15                           |
| Biology                                          | 34                           |
| Chemistry                                        | 30                           |
| Child Care                                       | 1                            |
| Computer                                         | 1                            |
| Courses like those offered at<br>Holland College | 1                            |
| English                                          | 5                            |
| Family Living                                    | 1                            |
| French                                           | 16                           |
| Geography                                        | 47                           |
| Geometry                                         | 17                           |
| Health                                           | 58                           |
| History                                          | 35                           |
| Nutrition                                        | 46                           |
| Physics                                          | 29                           |
| Psychology                                       | 1                            |
| Public Speaking                                  | 1                            |
| Science                                          | 3                            |
| Sewing                                           | 1                            |
| Spelling                                         | 2                            |
| Typing and Bookkeeping                           | 1                            |

SOURCE: Adult Night Class Program Student Questionnaire  
Question 19B

Of the 178 respondents who indicated they would like to see other subjects, 173 (97%) identified the other subjects they would like to see offered.

Table 22 clearly shows that 58 of the 173 respondents (34%) indicated they would like to have a health course offered. As well a large number of respondents indicated they would like to see geography (47 respondents), nutrition (46 respondents), history (35 respondents), biology (34 respondents), chemistry (30 respondents) and physics (29 respondents) courses offered.

There were five respondents who indicated they would like to see English offered. These respondents may be talking about specific English courses, as the Holland College Adult Basic Education Guidebook, specifies that English is one of the core skills that must be taught.

Some students indicated they would like to see courses offered in computer, sewing, typing and bookkeeping, public speaking and psychology. As well one respondent indicated he/she would like to see courses like those offered at Holland College. Students who would like to take courses such as these, should be assisted in finding out where these courses are offered and what the entrance requirements are.

Clearly, there were a large percentage of respondents who indicated they would like to see other subjects offered. As well, respondents provided a variety of additional subjects they would like to see offered. A large number of respondents indicated they would like to have a health course offered.

In addition to providing their comments on the subjects offered, students were also asked to comment on their teacher(s).

#### EVALUATION OF TEACHER

The quality of instruction is very important in the education system. Each student was asked to rate their instructor as either very good, good or poor. Of those who responded, 287 (78.6%) indicated their teacher(s) was very good. As well, 73 respondents (20%) indicated their teacher(s) was good. Only five

respondents (1.4%) said they had a poor teacher.

Those who indicated they had a poor teacher, were asked how the quality of the instruction could be improved. Listed below are the suggestions provided for improving the quality of instruction:

- Teacher be more prepared for classes
- Have teachers who are interested and knowledgeable of the subject they teach
- Have teachers that are not so pushy
- Have teachers who are less aware of students and more aware of proper teaching methods.

In summary, the majority of respondents were pleased with their teachers, as 98.6 percent indicated their teacher(s) was either good or very good. In addition to rating their teacher(s) students were asked a number of questions to determine their overall rating of the Adult Night Class Program.

#### OVERALL RATING OF THE ADULT NIGHT CLASS PROGRAM

In order to determine whether students found the Adult Night Class Program helpful, they were asked overall, what did you think of the Adult Night Class Program? Of those who responded, 73 percent said they learned a great deal and 23 percent said they learned some. Three percent of the respondents indicated they learned a little, while only 0.5 percent (2 respondents) thought it was a waste of time.

Students were also asked if the Adult Night Class Program

was what they thought it would be. Approximately 88 percent of the respondents indicated the Program was what they thought it would be, while the remaining 12 percent (44 respondents) indicated the Program was not what they expected.

The 44 respondents who said the Program was not what they expected, were asked to indicate in what way(s) the program was not what they expected. Forty of the 44 respondents provided the following comments:

1. Thought it would be more difficult - 12 respondents
2. Not as detailed as I expected 9 respondents
3. Enjoyed it more than I expected 7 respondents
4. Thought it would be easier 4 respondents
5. Found it different from High school 4 respondents
6. Found it more informative 1 respondent
7. Thought it would prepare you better for college  
1 respondent
8. Not as up-to-date material as I expected - 1 respondent
9. I was not placed in my proper grade 1 respondent
10. I would have liked to progress at my own speed 1 respondent
11. I enjoyed the class but found the teacher hard on the  
students 1 respondent

Clearly, respondents (12 of the 40 or 30%) thought the Adult Night Class Program would be more difficult. As well, nine of the 40 respondents (23%) found the Program was not as detailed as they expected. Some expected more detail on each subject while

others expected more subjects. Seven of the 40 respondents (18%) enjoyed it more than they expected to. Some of the comments differed from one another, for example, some respondents thought the Program would be more difficult while others thought it would be easier. As well some indicated the Program was not as detailed as they expected while one respondent said he/she found the Program more informative. Clearly, the comments varied depending on what the students expected from the Adult Night Class Program. Nevertheless, the majority of respondents (88%) indicated the Adult Night Class Program was what they expected it would be.

Each student was asked: "In your opinion what improvements, if any, can we make to the Adult Night Class Program?" Some respondents indicated they were very pleased with the Program and did not provide any suggestions for improving it. Nevertheless, there were some respondents (27%) who provided suggestions to improve the Program. Table 23 provides a list of suggestions provided by respondents to improve the Program.



TABLE 23

WAYS TO IMPROVE THE ADULT NIGHT CLASS PROGRAM

| WAYS TO IMPROVE                                                                      | RESPONDENTS |      |
|--------------------------------------------------------------------------------------|-------------|------|
|                                                                                      | #           | %    |
| 1. Improving the books, by providing more books, more up to date books and workbooks | 28          | 24.3 |
| 2. Covering more material                                                            | 23          | 20.0 |
| 3. Having more class time                                                            | 16          | 13.9 |
| 4. Longer courses                                                                    | 9           | 7.8  |
| 5. More advertising to encourage more to attend                                      | 8           | 7.0  |
| 6. Good instructors and cover the basics                                             | 6           | 5.2  |
| 7. Pre-test before starting                                                          | 5           | 4.3  |
| 8. G.E.D. should be co-ordinated with Adult Night Classes                            | 3           | 2.6  |
| 9. Allow people to move at their own pace                                            | 3           | 2.6  |
| 10. Tie in more with high school classes                                             | 2           | 1.7  |
| 11. Have shorter breaks                                                              | 1           | 0.9  |
| 12. Provide answer books                                                             | 1           | 0.9  |
| 13. Start classes early and end early                                                | 1           | 0.9  |
| 14. Make subjects more interesting                                                   | 1           | 0.9  |
| 15. Don't cover so much material in such a short time                                | 1           | 0.9  |
| 16. Have classes for people who get Grade 12                                         | 1           | 0.9  |
| 17. Charge a fee                                                                     | 1           | 0.9  |
| 18. Offer courses at more centres                                                    | 1           | 0.9  |
| 19. Shorten courses by arranging lesson plans                                        | 1           | 0.9  |
| 20. Classes are too large                                                            | 1           | 0.9  |
| 21. Provide courses in various trades                                                | 1           | 0.9  |
| 22. Provide students with options available after completing Adult Night Classes     | 1           | 0.9  |
| 23. Weed out freeloaders early                                                       | 1           | 0.9  |
| 24. Teach more to the level of better understanding                                  | 1           | 0.9  |
| 25. Better Background needed in science & biology                                    | 1           | 0.9  |
| 26. Some teachers are better than others                                             | 1           | 0.9  |
| 27. Spend some time reviewing material before exams                                  | 1           | 0.9  |

NOTE: Total percentage is greater than 100 because some students provided more than one suggestion.

SOURCE: Adult Night Class Program Student Questionnaire  
Question 20B

Table 23 illustrates the variety of suggestions the students provided to improve the Adult Night Class Program. A large number of those who provided suggestions indicated the need to improve the books, cover more material, have longer courses or class time and advertise more.

It is also interesting to note some of the other suggestions, such as;

- Pre-test before starting
- G.E.D.'s should be co-ordinated with Adult Night Classes
- Tie classes in more with high school courses
- Have classes for people who get Grade 12
- Charge a fee
- Offer courses at more Centres and
- Provide students with options available after completing Adult Night Classes.

In summary, the majority of respondents found the Adult Night Class helpful (as 73% said they learned a great deal and 23% said they learned some). As well, 88 percent of the respondents indicated the program was what they thought it would be. Nevertheless, 27 percent of the respondents provided a number of important suggestions to improve the Program.

In addition to evaluating the Adult Night Class Program students were asked if they plan to attend in the future.

FUTURE ATTENDANCE

Each student was asked, "Do you plan to attend the Adult Night Class Program in the fall of 1987?" Almost two-thirds of the respondents (64%) indicated they do not plan to attend Adult Night Classes in the fall of 1987, while the remaining 36 percent of the respondents indicated they plan to attend in the fall of 1987.

Those respondents who indicated they do not plan to attend classes in the fall of 1987, were asked why they do not plan to attend. Table 24 illustrates the reasons provided.

TABLE 24

REASONS WHY STUDENTS DO NOT PLAN TO ATTEND  
ADULT NIGHT CLASSES IN THE FALL OF 1987

| <u>REASONS</u>                        | <u>NUMBER OF RESPONDENTS</u> | <u>PERCENTAGE</u> |
|---------------------------------------|------------------------------|-------------------|
| Have obtained highest level available | 156                          | 70.6              |
| Have obtained highest level needed    | 2                            | 0.9               |
| Did not find the course helpful       | 2                            | 0.9               |
| Found the course too hard             | 1                            | 0.5               |
| Other commitments                     | 38                           | 17.2              |
| Personal reasons                      | 11                           | 5.0               |
| Undecided yet                         | 5                            | 2.3               |
| Other                                 | 6                            | 2.7               |
|                                       | <u>221</u>                   | <u>100.1</u>      |

SOURCE: Adult Night Class Program Student Questionnaire  
Question 23B

From Table 24 one can see that the majority of respondents would not be attending classes in the fall of 1987 because they had obtained the highest level available. Also 17 percent of the respondents indicated they had other commitments. It is important to note that only two respondents (1%) indicated they did not find

the course helpful and one respondent indicated he/she found the course too hard.

Students were also asked to provide any additional comments they would like to make concerning the Adult Night Class Program.

#### ANY OTHER COMMENTS

The comments provided by the respondents were reviewed to determine whether there were any positive or negative comments concerning either the Adult Night Class Program or the instructors. The majority of comments received (58%) were positive comments regarding the course and/or instructor, while 7 percent of the comments were negative comments with respect to the course and/or instructor. The remaining 35 percent of the comments did not pertain to the course or instructor. Thus, the majority of comments received regarding the course and/or instructors were positive comments.

#### SUMMARY

- Fifty-eight percent of the students who could be located returned their questionnaires
- Students enrolled in the Adult Night Class Program are from various locations throughout the Province. The largest number of students came from Charlottetown (23%) and Summerside (12%). When considering the number of students by County, a larger percentage (43.4%) were from Prince County.
- More than half of the students were female (59%).

- The average age of students is 31. The majority of students are between 20-44 years old (87%).
- Almost three-quarters (73%) of the students indicated they had at least a grade 9 education prior to enrolling in the Adult Night Class Program.
- Seventy percent of the respondents were enrolled in the Program for only one year.
- Of the 427 students who returned their questionnaires, 78% indicated they completed the year.
- The majority of students who did not complete the year, dropped out during the first half (85%)(first three months) of the Program.
- Personal reasons and other commitments were the main reasons why students left the Adult Night Class Program.
- The largest percentage of respondents (48%) found out about the Adult Night Class Program through a friend or relative.
- Approximately 68 percent of the respondents indicated they started the Adult Night Class Program at grade 9 or above. This is not unusual given that almost three-quarters of the students who entered the Program had at least a grade 9 education prior to enrolling in the Program.
- Ninety-six percent of the respondents felt they were placed at the proper grade level when they entered the Program.
- Fifty percent of those respondents (7 respondents) who felt they were not placed at the proper grade level when they started the Program, indicated they should have been placed

at a higher level.

- Over one half (53%) of the respondents completed Grade 12 in the Adult Night Class Program.
- A large number of students were successful in completing more than one grade level as 53 percent indicated they completed grade 12 while 25 percent indicated they started at grade 12.
- Only 17 percent (60 respondents) of the respondents indicated they wrote the Department of Education's General Educational Development Exams (G.E.D.'s).
- Seventy-two percent of the respondents who wrote the G.E.D. exams obtained a grade 12 certificate.
- Although a higher percentage of students who did not write the General Educational Development Exams plan to write them in the future, there were also a large number of respondents who either did not know about the exams or were misinformed about the objective of the G.E.D. exams.
- Fifty percent of the respondents indicated their instructors encouraged them to write the General Educational Development Exams.
- More than two-thirds (68%) of the respondents were employed. As a matter of fact, 96 percent of the respondents were in the labour force.
- The majority of respondents (94%) indicated the Adult Night Class Program was helpful to them.
- The majority of students (71%) who found the program



helpful said the Program helped to give them more confidence.

- A large number of respondents who did not find the Program helpful indicated the Program did not help them obtain a better job or did not help them find a job.
- Eighty-six percent of the respondents took the Adult Night Class Program for education or training related reasons.
- Almost one-quarter (24.8%) of the respondents took the Adult Night Class course at Birchwood Junior High School. As well, a large number (20%) took their course at Holland College in Summerside.
- The majority (95%) of the respondents indicated the location of their Adult Night Class course was a suitable distance from their home.
- Ninety-five percent of the respondents indicated the classroom was satisfactory.
- The majority of respondents (79%) were satisfied with the present situation of having classes offered two nights per week.
- Almost three-quarters (74%) of the respondents would like to see Adult Night Classes begin in early fall and end in early spring.
- Over half (56%) of the respondents indicated they would attend Adult Night Classes if they were offered from September to June.
- Seventy-three percent of the respondents were satisfied

with the present time for class (7:00 - 10:00 P.M.)

- The majority of respondents found both the content and number of textbooks, handouts and workbooks adequate.
- English, math, science and social studies were the subjects most often listed as having inadequate textbooks, handouts and workbooks.
- Fifty percent of the respondents (178 respondents) indicated they would like to see other subjects offered.
- A large number of respondents indicated they would like to see the following courses offered: health, geography, nutrition, history, biology, chemistry and physics.
- The majority of respondents were pleased with their teachers, as 98 percent indicated their teacher(s) was either good or very good.
- Those who indicated they had a poor teacher(s) provided the following suggestions for improving the quality of instruction:
  - teachers be more prepared for classes
  - have teachers who are interested and knowledgeable of the subject they teach
  - have teachers that are not so pushy
  - have teachers who are less aware of students and more aware of proper teaching methods.
- The majority of respondents found the Adult Night Class helpful, as 73 percent said they learned a great deal and 23 percent said they learned some.

- Eighty-eight percent of the respondents indicated the Program was what they thought it would be.
- A larger number of respondents (12 of the 40 respondents or 30%) who said the program was not what they expected, said they thought it would be more difficult.
- Twenty-seven percent of the respondents provided suggestions to improve the Adult Night Class Program. Of the suggestions provided the higher percentage of respondents suggested; improving the books, covering more material, having more class time, having longer courses and advertising more.
- Almost two-thirds (64%) of the respondents indicated they do not plan to attend Adult Night Classes in the fall of 1987.
- The majority of respondents who would not be attending classes in the fall of 1987 indicated they had obtained the highest level available.
- A higher percentage (58%) of the comments received in the any other comments section provided positive comments towards the course and/or instructor.

This concludes the analysis of the Adult Night Class Program Student Questionnaires. The next section will discuss the results of the Instructors Interview Schedule.

## ANALYSIS OF INSTRUCTORS INTERVIEW SCHEDULE

### Response Rate

Of the 47 instructors to be interviewed, interviews were conducted for 45 or 96 percent of the instructors. An interview time could not be arranged with the other two instructors. It is important to note that one instructor who teaches Adult Night Class in two different locations completed two separate interview schedules. This was done because his response to a number of questions varied depending on the location where he taught. In order to prevent duplication of the information about the instructors, only one response was recorded for this instructor in the section Background Information on Instructors, while responses from both interview schedules were recorded for the other sections of this report. The first area to be discussed is the background information on the instructors.

## BACKGROUND INFORMATION ON INSTRUCTORS

### Sex and Age Group

Of the 45 instructors interviewed 31 instructors (69%) were female, and 14 (31%) were male. Thus, over two-thirds of the instructors who taught Adult Night Classes in 1985/86 or 1986/87 were female.

The instructors were also asked to indicate what age group they belong to. Table 25 provides the age categories used and the number of instructors in each category.

**TABLE 25**  
**NUMBER OF INSTRUCTORS BY AGE GROUP**

| AGE GROUP         | NUMBER OF INSTRUCTORS | PERCENT |
|-------------------|-----------------------|---------|
| 25-34 years       | 9                     | 20.0    |
| 35-44 years       | 20                    | 44.4    |
| 45-54 years       | 9                     | 20.0    |
| 55-64 years       | 4                     | 8.8     |
| 65 years and over | 3                     | 6.6     |
|                   | 45                    | 99.8    |

SOURCE: Adult Night Class Program Evaluation, Instructors Interview Schedule, Question 5C

The highest percentage of instructors (44%) were between 35 and 44 years of age. It is interesting to note there were no instructors under 25 years of age. Almost two-thirds of the instructors (64%) were between 25 and 44 years old. Twenty percent of the instructors were between 45 and 54, while 16 percent were over 55 years old. As a matter of fact three of the instructors were 65 years or over. In addition to age and sex, instructors were asked a number of questions concerning their educational background.

#### Education Background

Each instructor was asked what degree(s), certificate(s) or diplomas have you obtained. The majority of instructors (64%) had at least a Bachelor's Degree. As well, 20 percent of the instructors had a university degree or certificate below the bachelor level and 11 percent of the instructors had obtained a non-university certificate or diploma other than a trade certificate or diploma.

Those instructors who indicated they had obtained a bachelor's degree (60%) or masters degree (4%) were asked what was their major field of study. Table 26 provides the number of instructors by their major field of study.

**TABLE 26**  
**NUMBER OF INSTRUCTORS BY MAJOR FIELD OF STUDY**

| <u>MAJOR FIELD OF STUDY</u> | <u>NUMBER OF INSTRUCTORS</u> |
|-----------------------------|------------------------------|
| Education                   | 12                           |
| English                     | 7                            |
| History                     | 2                            |
| Religious Studies           | 2                            |
| Business Administration     | 1                            |
| Economics                   | 2                            |
| Psychology                  | 6                            |
| Biology                     | 3                            |
| Chemistry                   | 1                            |
| Physics                     | 1                            |
| Home Economics              | 1                            |
| Physical Education          | 1                            |
| Languages                   | 1                            |

Twenty-nine of the 45 instructors (64%) indicate they had Schedule, Question 4b

SOURCE: Adult Night Class Program Evaluation, Instructors Interview obtained either a bachelor or masters degree. Of those 29 instructors, 11 provided two major fields of study. Thus Table 26 provides all major fields of study specified by the 29 instructors.

A large number of instructors (12 instructors) indicated their major field of study was education, seven instructors majored in English and six majored in psychology.

In addition to their field of study, each instructor was



asked if they hold a valid Department of Education Teacher's certificate. Eighty-seven percent of the instructors indicated they have a valid Department of Education Teachers certificate. Thus the majority of instructors are qualified teachers. Those instructors who indicated they have a teachers certificate were asked what level is their certificate. Of the 39 instructors who have a teachers certificate, over half (20 of the 39 instructors) have a level five certificate. As well six of the 39 instructors (15%) have a level 5A certificate.

In addition to asking the instructors about their education background, the instructors were asked what their employment status is.

#### EMPLOYMENT STATUS

Each instructor was asked, "other than teaching in the Adult Night Classe Program, are you employed elsewhere?" The majority of instructors (84%) indicated they were employed elsewhere. Those who held another job were asked with whom are you employed. Their employers name was used to code the type of industry the instructors are employed in. Of the 38 instructors who were employed at another job, 27 (71%) were employed in Educational Service Industries. The remaining 11 instructors were employed in a variety of industries.

The 38 instructors who were employed at another job, were also asked to indicate what type of work they do. The type of work specified was used to code the instructors type of occupation. Table 27 provides the type of occupations of the 38 instructors.

**TABLE 27**  
**NUMBER OF INSTRUCTORS BY TYPE OF OCCUPATION**

| <u>TYPE OF OCCUPATION</u>                              | <u>NUMBER OF INSTRUCTORS</u> |
|--------------------------------------------------------|------------------------------|
| Managerial, Administrative & Related Occupations       | 2                            |
| Occupations in Social Science & Related fields         | 3                            |
| Teaching & Related Occupations                         | 24                           |
| Artistic, Literary, Recreational & Related Occupations | 1                            |
| Clerical & Related Occupations                         | 1                            |
| Sales Occupations                                      | 1                            |
| Service Occupations                                    | 1                            |
| Farming, Horticultural & Animal Husbandry Occupations  | 1                            |
| Other Crafts & Equipment Operating Occupations         | 1                            |
|                                                        | <u>38</u>                    |

SOURCE: Adult Night Class Program Evaluation, Instructors Interview Schedule, Question 3C

Table 27 clearly shows the majority of instructors who were employed at another job were employed in the teaching and related occupations. This is not unusual as 87 percent of the instructors (39 instructors) had a teaching certificate.

In addition to their employment status, instructors were asked how long they had been teaching Adult Night Classes.

#### YEARS TEACHING ADULT NIGHT CLASSES

Each instructor was asked how many years they had been teaching Adult Night Classes. On average instructors were teaching Adult Night Classes for eight years. The number of years specified by each instructor varied from one to 28 years. Twenty-eight of the 45 instructors (62%) had been teaching Adult Night Classes for less than ten years, while the remaining 38 percent taught for more than

10 years. As a matter of fact 84 percent of the instructors had been teaching Adult Night Classes for more than one year.

As mentioned in the beginning of this report, all instructors who taught Adult Night Classes in 1985/86 or 1986/87 were interviewed. Some of the instructors were teaching for more than one year therefore, some instructors may have taught in both 1985/86 and 1986/87. Each instructor was asked, what year did you last teach Adult Night Classes. Of the instructors interviewed, 76 percent indicated they taught Adult Night Classes in 1986/87, while the remaining 24 percent indicated the last year they taught Adult Night Classes was in 1985/86.

In addition to background information on the instructors, each instructor was asked questions concerning entrance requirements for the students.

#### STUDENTS ENTRANCE REQUIREMENTS

The Adult Night Class Program is available to all adult residents of Prince Edward Island. Each instructor was asked if there should be a minimum grade level for a student entering the Adult Night Class Program. Seventy-eight percent of the instructors said there should not be a minimum grade level for a student entering the Program, while 18 percent said there should be a minimum grade level, the remaining 4 percent of the instructors did not respond as they did not know if there should be a minimum grade level set.

The instructors who said there should be a minimum grade

level (8 instructors) were asked what they thought the minimum grade level should be. The grade levels specified ranged from grade 6 to grade 9, while one instructor said the Department should set the standards. Thus, the majority of instructors who indicate there should be a minimum grade level, said the minimum grade level should be at least a grade 6 education. In addition to the minimum grade level for entrance requirements instructors were also asked a number of questions concerning the Test of Adult Basic Education.

#### TEST OF ADULT BASIC EDUCATION (TABE)

Some students upon entering the Adult Night Class Program complete the Test of Adult Basic Education (TABE test) to determine what grade level they should be placed at. Each instructor was asked whether the TABE test provides sufficient information about the students present skill level. Thirty-eight percent of the instructors (17 instructors) indicated the TABE test does provide sufficient information, while 27 percent (12 instructors) said it did not provide sufficient information. The remaining 36 percent (16 instructors) said they did not know if the TABE test provided sufficient information about the students present skill level.

Each instructor was also asked whether the TABE test should continue to be administered. Twenty-two instructors (49%) said the TABE test should be continued, while 8 instructors (18%) said the test should not be continued. The remaining 15 instructors (33%) said they did not know if the TABE test should continue to be administered. It is interesting to note that 49 percent of the

instructors (22 instructors) said the TABE test should continue to be administered but only 38 percent of the instructors (17 instructors) indicated the TABE test provides sufficient information about the students present skill level.

The eight instructors who indicated the TABE test should not be continued were asked why the test should not be continued. The instructors provided the following reasons why the TABE test should not be continued:

- the test scares students (4 instructors)
- should be used in the curriculum (1 instructor)
- should not be administered until one month into the Program (1 instructor)
- takes too much time (1 instructor)
- suggested using a Canadian test or a better test (2 instructors)
- test has been mis-used, should be used at the beginning and not at the end (1 instructor).

While some instructors provided a variety of reasons why the TABE test should not be continued, almost half of the instructors (49%) said the TABE test should continue to be administered. Instructors were also asked about the Adult Night Class Program curriculum.

ADULT NIGHT CLASS PROGRAM CURRICULUM

The Adult Night Class Program curriculum is not standardized throughout the Province. Each instructor was asked whether they thought the curriculum should be standardized throughout the Province. The majority of instructors (72%) indicated the Program curriculum should be standardized throughout the Province, while the remaining 28 percent said it should not be standardized.

The instructors who indicated the program curriculum should not be standardized throughout the Province were asked why it should not be standardized. Listed below are the reasons provided.

- concern over who would set up the curriculum
- standardize English and math but not other subjects
- curriculum should adapt to each location
- teachers can teach what they are comfortable with
- course should consider the needs of the students
- difficult when teaching different grade levels, cannot cover the same material
- instructors have different specialty areas.

Two of the reasons given (teachers can teach what they are comfortable with and instructors have different specialty areas) do not seem to concentrate on the students needs. For example, if a teacher teaches what he/she is comfortable with, this does not guarantee the students are receiving instruction in the subjects they require.

Although some instructors provided a number of reasons why the program curriculum should not be standardized, 72 percent of the



instructors said the Program curriculum should be standardized throughout the Province.

Instructors were also asked if the present curriculum is as current as it should be. Forty-six percent of the respondents indicated it was as current as it should be, while the remaining 54 percent indicated the present curriculum was not as current as it should be.

The instructors who said the present curriculum was not as current as it should be were asked what difficulties if any, did they have with the present curriculum. Forty percent of the respondents (10 instructors) indicated the material was inappropriate and out of date. As well, another 24 percent of the responses indicated for specific subjects that the material was out of date. Some other responses were: the grade levels were not distinguished enough, the textbooks concentrated on American material rather than Canadian as the books were American textbooks and the books are not appropriate for adults. One instructor said the textbooks were hard to get and one instructor said grade 12 from Adult Night Classes is not, grade 12.

Instructors were asked what grade level they teach and as well information on the subjects being taught in each grade level.

GRADE LEVELS AND SUBJECTS

Each instructor was asked what grade levels they teach in order to determine whether there were a number of instructors teaching more than one grade level and to determine the number of instructors teaching each grade level. Table 28 provides the grade levels by the number of instructors teaching.

TABLE 28GRADE LEVEL BY NUMBER OF INSTRUCTORS TEACHING

| <u>GRADE LEVEL</u> | <u>NUMBER OF INSTRUCTORS TEACHING</u> |
|--------------------|---------------------------------------|
| Grade 1-6          | 5                                     |
| Grade 7            | 8                                     |
| Grade 8            | 9                                     |
| Grade 9            | 18                                    |
| Grade 10           | 24                                    |
| Grade 11           | 22                                    |
| Grade 12           | 26                                    |

SOURCE: Adult Night Class Program Evaluation, Instructors Interview Schedule, Question 9

Over half of the instructors (26 of the 46 instructors) taught Grade 12. As well, a large number of instructors taught Grade 10 (24 instructors) and 22 instructors taught Grade 11. Table 28 shows a larger number of instructors were teaching either grade 9, 10, 11 or 12, compared to the number of instructors who were teaching grade 1-6, 7 or 8. This is not unusual as a large percentage (73%) of students who attended Adult Night Classes reported they had at least a grade 9 education prior to enrolling.

It is also interesting to note more than half of the

instructors (27 of the 46 instructors) were teaching more than one grade level. Of the 27 instructors teaching more than one grade level, 48 percent were teaching two grade levels. As a matter of fact three instructors were teaching six grade levels, while another three instructors indicated they taught grades 1-12 inclusive.

In addition, to the grade level they teach each instructor was asked to indicate what subject they taught at each grade level and the percentage of time they spent teaching each subject. Table 29 provides the subjects taught by each grade level as well as an estimate of the percentage of time spent teaching each subject.

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TABLE 29

**SUBJECTS TAUGHT, NUMBER OF INSTRUCTORS TEACHING  
EACH SUBJECT AND PERCENTAGE OF TIME SPENT TEACHING  
EACH SUBJECT BY GRADE LEVEL**

| GRADE LEVEL                 | S U B J E C T S |      |         |          |         |         |         |           |                |                 |         |             |              |           |
|-----------------------------|-----------------|------|---------|----------|---------|---------|---------|-----------|----------------|-----------------|---------|-------------|--------------|-----------|
|                             | ENGLISH         | MATH | ALGEBRA | GEOMETRY | SCIENCE | BIOLOGY | PHYSICS | CHEMISTRY | SOCIAL STUDIES | READING PROGRAM | HISTORY | LIFE SKILLS | JOB TRAINING | ECONOMICS |
| Grade 1-6                   |                 |      |         |          |         |         |         |           |                |                 |         |             |              |           |
| # of Instructors teaching   | 4               | 5    |         |          | 2       |         |         |           | 1              | 1               |         |             |              |           |
| % of time teaching: Average | 46              | 45   |         |          | 21      |         |         |           | 17             | 33              |         |             |              |           |
| Low                         | 33              | 33   |         |          | 16      |         |         |           | -              | -               |         |             |              |           |
| High                        | 66              | 75   |         |          | 45      |         |         |           | -              | -               |         |             |              |           |
| Grade 7                     |                 |      |         |          |         |         |         |           |                |                 |         |             |              |           |
| # of Instructors teaching   | 6               | 7    |         |          | 4       |         |         |           | 1              | 1               | 3       |             |              |           |
| % of time teaching: Average | 45              | 41   |         |          | 20      |         |         |           | 17             | 33              | 22      |             |              |           |
| Low                         | 20              | 20   |         |          | 10      |         |         |           | -              | -               | 10      |             |              |           |
| High                        | 75              | 75   |         |          | 30      |         |         |           | -              | -               | 30      |             |              |           |
| Grade 8                     |                 |      |         |          |         |         |         |           |                |                 |         |             |              |           |
| # of Instructors teaching   | 8               | 7    |         |          | 4       |         |         |           | 2              | 1               | 3       | 1           | 1            |           |
| % of time teaching: Average | 46              | 41   |         |          | 20      |         |         |           | 29             | 33              | 22      | 10          | 10           |           |
| Low                         | 20              | 20   |         |          | 10      |         |         |           | 17             | -               | 10      | -           | -            |           |
| High                        | 75              | 75   |         |          | 30      |         |         |           | 40             | -               | 30      | -           | -            |           |
| Grade 9                     |                 |      |         |          |         |         |         |           |                |                 |         |             |              |           |
| # of Instructors teaching   | 11              | 15   |         |          | 12      |         |         | 1         | 5              |                 | 4       | 2           | 1            |           |
| % of time teaching: Average | 46              | 50   |         |          | 23      |         |         | 50        | 20             |                 | 25      | 11          | 10           |           |
| Low                         | 20              | 13   |         |          | 10      |         |         | -         | 13             |                 | 10      | 10          | -            |           |
| High                        | 75              | 90   |         |          | 40      |         |         | -         | 40             |                 | 35      | 11          | -            |           |

TABLE 29 (CONTINUED)

| GRADE LEVEL                 | S U B J E C T S |      |         |          |         |         |         |           |                |                 |         |             |             |           |
|-----------------------------|-----------------|------|---------|----------|---------|---------|---------|-----------|----------------|-----------------|---------|-------------|-------------|-----------|
|                             | ENGLISH         | MATH | ALGEBRA | GEOMETRY | SCIENCE | BIOLOGY | PHYSICS | CHEMISTRY | SOCIAL STUDIES | READING PROGRAM | HISTORY | LIFE SKILLS | JOB HUNTING | ECONOMICS |
| Grade 10                    |                 |      |         |          |         |         |         |           |                |                 |         |             |             |           |
| # of Instructors teaching   | 17              | 10   | 6       | 3        | 12      | 2       | 1       | 2         | 7              |                 | 7       | 2           | 1           |           |
| % of time teaching: Average | 48              | 50   | 37      | 29       | 25      | 16      | 20      | 30        | 21             |                 | 29      | 6           | 10          |           |
| Low                         | 20              | 30   | 12      | 12       | 10      | 12      | -       | 10        | 12             |                 | 10      | 2           | -           |           |
| High                        | 75              | 70   | 75      | 50       | 40      | 20      | -       | 50        | 40             |                 | 50      | 10          | -           |           |
| Grade 11                    |                 |      |         |          |         |         |         |           |                |                 |         |             |             |           |
| # of Instructors teaching   | 18              | 7    | 6       | 2        | 7       | 3       | 3       | 2         | 6              |                 | 7       | 2           | 1           |           |
| % of time teaching: Average | 53              | 56   | 38      | 21       | 21      | 17      | 15      | 9         | 32             |                 | 25      | 6           | 10          |           |
| Low                         | 20              | 34   | 12      | 12       | 10      | 12      | 10      | 5         | 17             |                 | 10      | 2           | -           |           |
| High                        | 75              | 80   | 75      | 30       | 30      | 25      | 20      | 12        | 40             |                 | 50      | 10          | -           |           |
| Grade 12                    |                 |      |         |          |         |         |         |           |                |                 |         |             |             |           |
| # of Instructors teaching   | 18              | 7    | 7       | 3        | 10      | 3       | 2       | 1         | 6              |                 | 9       | 2           | 1           | 1         |
| % of time teaching: Average | 58              | 63   | 66      | 27       | 25      | 17      | 13      | 5         | 27             |                 | 26      | 6           | 10          | 30        |
| Low                         | 20              | 34   | 12      | 12       | 10      | 12      | 10      | -         | 12             |                 | 10      | 2           | -           | -         |
| High                        | 80              | 80   | 75      | 40       | 50      | 15      | 15      | -         | 40             |                 | 50      | 10          | -           | -         |

NOTE: The number of instructors teaching each subject can not be compared to the total number of instructors teaching each grade level as two instructors may be teaching different subjects in the same class.

SOURCE: Adult Night Class Program, Instructors Interview Schedule, Question 10A - 168

Table 29 clearly shows the variety of subjects being taught in each grade level. English, math, science and social studies were the most common subjects being taught. In grades 10,11 and 12 some students were receiving instruction in algebra and geometry rather than general mathematics. Similarly in grade 10,11 and 12 some students were receiving instruction in biology, chemistry and physics while other students were receiving instruction in general science. The number of instructors teaching each subject can not be compared to the total number of instructors teaching each grade level as some instructors are job sharing (that is two instructors may be teaching different subjects to the same class). Nevertheless, in Table 29 where the number of instructors for a particular subject is one, then only one class was receiving instruction in this subject. For example, only one instructor indicated he/she was teaching physics in grade 10, as well only one instructor was teaching economics in grade 12. The subjects being taught may depend on the background of the instructor, as a person may have a tendency to teach the subject he/she is knowledgeable in.

When considering the percentage of time instructors spend teaching each subject, Table 29 illustrates the percentage of time spent teaching the same subject in the same grade level varied from one instructor to another. For example, the percentage of time spent teaching grade 12 English ranged from a low of 20 percent to a high of 80 percent. Similarly the percentage of time spent teaching grade 9 math ranged from a low of 13 percent to a high of 90 percent. The percentage of time spent on each subject may depend on



the following:

- The needs of the students in a particular class
- The value an instructor attaches to this subject
- The knowledge an instructor has about the subject.

It is interesting to note the average percentage of time spent teaching English, math and science shows little variation from one grade level to another. For example, on average grade 7 instructors spent 45 percent of their time teaching English, while grade 12 instructors spent an average 58 percent of their time teaching English.

Clearly, the subjects taught as well as the percentage of time spent teaching the subjects varied within one grade level, this leads one to question who decides what subjects are taught in each class.

Instructors were asked: "Who decides what subjects you teach in the Adult Night Class?" The majority of instructors (70%) indicated their supervisors decide what subjects are taught, while the remaining 30 percent (14 instructors) of the instructors indicated they decide what subjects are taught. These 14 instructors were asked how do you determine what subjects will be taught for each grade. Listed below are the responses received:

1. base it on my experience
2. base it on an individual basis
3. stress English and math
4. follow Holland College manual
5. discuss with another instructor

6. follow curriculum requirements for post-secondary courses
7. stress math and let students select two of the three sciences
8. they need English, math, science and history
9. reading, science, language and social studies are needed
10. base it on the students needs both as a group and individually
11. decision is made between the instructor or supervisor.

Thus, there are a variety of ways instructors

determine what subjects should be taught. This may help to explain why there are a variety of courses being taught in the same grade level.

Although there are a variety of subjects currently being taught in Adult Night Classes, instructors were asked if there are other subjects which should be taught. Thirty seven of the 46 instructors (80%) said there are no other subjects which should be offered, while seven instructors (15%) said there are other subjects which should be offered. The remaining two instructors said they did not know if there are other subjects which should be offered.

The seven instructors who said there are other subjects which should be offered, were asked what other subjects should be taught. Table 30 provides a list of the subjects by the number of instructors.

TABLE 30OTHER SUBJECTS THAT SHOULD BE TAUGHT BY NUMBER OF INSTRUCTORS

| <u>SUBJECTS</u> | <u>NUMBER OF INSTRUCTORS</u> |
|-----------------|------------------------------|
| English         | 1                            |
| Geography       | 2                            |
| Life Skills     | 3                            |
| Biology         | 2                            |
| Chemistry       | 2                            |
| Physics         | 1                            |
| Algebra         | 1                            |
| Geometry        | 1                            |

**SOURCE:** Adult Night Class Program Evaluation, Instructors Interview Schedule, Question 17c

The instructors specified eight different subjects which they thought should be offered. A course on life skills was mentioned by three different instructors. As well, two instructors mentioned geography, biology and chemistry. Nevertheless, the majority of instructors (80%) indicated there are no other subjects they would like to see offered.

In addition to the subjects which should be taught, the instructors were asked a number of questions concerning Adult Night Class Equivalency.

ADULT NIGHT CLASS EQUIVALENCY

Over the past few years a number of students and instructors have indicated that Adult Night Classes are not recognized by other educational institutions or by employers. In order to determine whether the present instructors encountered this problem, each instructor was asked whether grade 12 acquired through

Adult Night Class was equivalent to grade 12 PVT (Preparation for Vocational Training), grade 12 general or grade 12 academic.

Instructors varied in their responses to the equivalency of grade 12 Adult Night Class to grade 12 P.V.T., grade 12 general or grade 12 academic. Some instructors indicated grade 12 Adult Night was equivalent to grade 12 P.V.T., grade 12 general and grade 12 academic, some said it was not equivalent while others said they did not know if it was equivalent. As a matter of fact, 87 percent of the instructors said grade 12 Adult Night is not equivalent to grade 12 academic, while 30 percent said grade 12 Adult Night is not equivalent to grade 12 P.V.T. and 44 percent of the instructors said grade 12 Adult Night is not equivalent to grade 12 general.

Each instructor was then asked whether grade 12 Adult Night should be equivalent to grade 12 P.V.T., grade 12 general or grade 12 academic. A higher percentage of instructors (44%) said grade 12 Night should be equivalent to grade 12 P.V.T., while 67 percent of the instructors said grade 12 Adult Night should not be equivalent to grade 12 academic. It is interesting to note 74 percent of the instructors indicated grade 12 Adult Night should be equivalent to grade 12 general.

Each instructor who indicated that grade 12 Adult Night was not equivalent to either grade 12 P.V.T., grade 12 general or grade 12 academic but felt it should be equivalent was asked what is required to provide this equivalency. The majority of responses indicated more time is required in order for grade 12 Adult Night to

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be equivalent to grade 12 P.V.T., grade 12 general or grade 12 academic.

Instructors were also asked to comment on the timing of the course.

#### TIMING OF THE COURSE

The Adult Night Classes are currently held two nights per week. The instructors were asked how many nights should classes be offered. Table 31 provides their responses.

TABLE 31

NUMBER OF NIGHTS PER WEEK INSTRUCTORS SAID  
ADULT NIGHT CLASSES SHOULD BE OFFERED

| <u>NUMBER OF NIGHTS</u> | <u>NUMBER OF INSTRUCTORS</u> | <u>PERCENT</u> |
|-------------------------|------------------------------|----------------|
| One night               | 0                            | 0              |
| Two nights              | 36                           | 78.3           |
| Three nights            | 2                            | 4.3            |
| Four nights             | 6                            | 13.0           |
| Five or more nights     | <u>2</u>                     | <u>4.3</u>     |
|                         | 46                           | 99.9           |

SOURCE: Adult Night Class Program Evaluation, Instructors Interview Schedule, Question 19a

The majority of instructors (78%) indicated classes should be held two nights per week. Thus, the majority of instructors were satisfied with the present number of nights classes were offered.

Adult Night Classes are currently offered from October of one year to March of the following year. Instructors were asked what time of year should the Adult Night Class be offered. Table 32 presents the times of year selected by the number of instructors.

**TABLE 32**  
**TIME OF YEAR TO OFFER ADULT NIGHT CLASS**  
**BY NUMBER OF INSTRUCTORS**

| TIME OF YEAR      | NUMBER OF INSTRUCTORS | PERCENT      |
|-------------------|-----------------------|--------------|
| September - March | 6                     | 13.0         |
| September - April | 7                     | 15.2         |
| September - May   | 4                     | 8.7          |
| September - June  | 2                     | 4.3          |
| October - March   | 15                    | 32.6         |
| October - April   | 5                     | 10.9         |
| October - May     | 2                     | 4.3          |
| November - March  | 1                     | 2.2          |
| November - April  | 3                     | 6.5          |
| Other             | 1                     | 2.2          |
|                   | <u>46</u>             | <u>100.0</u> |

**SOURCE:** Adult Night Class Program Evaluation, Instructors Interview Schedule, Question 19(b)

Thirty-three percent of the instructors indicated October - March was the best time of year to offer Adult Night Classes.

Fifteen percent of the instructors said September - April was the best time of year, 13 percent indicated September - March and 11 percent indicated October - April was the best time of year.

Clearly 72 percent of the instructors would like to see Adult Night Classes begin in early fall and end in early spring. As a matter of fact, a higher percent of instructors (33%) were satisfied with the present situation, that is offering classes from October - March.

Adult Night Classes are currently held from 7:00 - 10:00 P.M. Instructors were asked, "what is the best time of evening to offer Adult Night Classes?" Their responses are provided in Table 33.



TABLE 33

TIMES OF EVENING TO OFFER ADULT NIGHT CLASSES  
BY NUMBER OF INSTRUCTORS RESPONDING

| <u>TIME OF EVENING</u> | <u>NUMBER OF INSTRUCTORS</u> | <u>PERCENT</u> |
|------------------------|------------------------------|----------------|
| 5:30 - 8:30            | 1                            | 2.2            |
| 6:00 - 9:00            | 1                            | 2.2            |
| 6:30 - 9:30            | 5                            | 10.9           |
| 7:00 - 10:00           | 37                           | 80.4           |
| 7:30 - 10:30           | 1                            | 2.2            |
| Other                  | 1                            | 2.2            |
|                        | <u>46</u>                    | <u>100.1</u>   |

**SOURCE:** Adult Night Class Program Evaluation, Instructors Interview Schedule, Question 19c

Table 33 clearly shows, the majority of instructors (80%) would like classes to continue to be held from 7:00 - 10:00 P.M. There were 15 percent of the instructors (7 instructors) who would like to see classes begin before 7:00 P.M.

Thus, the majority of instructors were satisfied having classes two nights per week (78%) and were satisfied having classes from 7:00 - 10:00 P.M. (80%), as well a larger percentage of instructors (33%) indicated classes should continue to be offered from October - March. Therefore, the majority were satisfied with the status quo.

In addition to the timing of the course, instructors were asked a number of questions concerning enrollment in their course.

ENROLLMENT IN COURSE

In order to determine whether there was a problem having too few or too many students enrolled in the classes, instructors were asked how many students were enrolled in your class(es) in 1986/87? Table 34 presents the average, low and high number of

students enrolled in 1986/87 Adult Night Classes by grade level.

**TABLE 34**  
**NUMBER OF STUDENTS ENROLLED IN ADULT NIGHT**  
**CLASSES IN 1986/87 BY GRADE LEVEL**

| GRADE LEVEL | AVERAGE | LOW | HIGH |
|-------------|---------|-----|------|
| Grade 1-6   | 2       | 1   | 3    |
| Grade 7     | 3       | 1   | 5    |
| Grade 8     | 4       | 1   | 8    |
| Grade 9     | 5       | 1   | 18   |
| Grade 10    | 8       | 1   | 20   |
| Grade 11    | 11      | 1   | 32   |
| Grade 12    | 13      | 2   | 28   |

**SOURCE:** Adult Night Class Program Evaluation, Instructors  
Interview Schedule, Question 20(a)

From Table 34 one can see, the number of students enrolled in the Adult Night Classes were higher for the higher grade level. For example, there were on average 11 people enrolled in each grade 11 Adult Night Class, with the numbers ranging from a low of one student per class to a high of 32 students per class; while enrollment in Grade 1-6 classes averaged two people, ranging from a low of one student to a high of three students. A higher enrollment in the higher grade levels is not unusual as a large percentage of students who attended Adult Night Classes had at least a grade 9 education prior to enrolling.

Because of the difference in the number of people enrolled in each grade level, instructors were asked to rate the enrollment by each grade level. Following are their responses for each grade level:

Grades 1-6: Of the instructors who taught grades 1-6, 40 percent (2 instructors) indicated the enrollment was just right, another 40 percent (2 instructors) indicated it was too low and 20 percent (1 instructor) indicated enrollment was too high.

Grade 7: Eighty-eight percent of the grade 7 instructors indicated enrollment was just right and 13 percent indicated enrollment was too low.

Grade 8: Seventy-eight percent of the grade 8 instructors indicated enrollment was just right and the remaining 22 percent indicated enrollment was too low.

Grade 9: Seventy-one percent of the grade 9 instructors indicated enrollment was just right, 24 percent indicated it was too low and 6 percent indicated it was too high.

Grade 10: Seventy-eight percent of the grade 10 instructors indicated enrollment was just right and the remaining 22 percent indicated enrollment was too low.

Grade 11: Seventy-seven percent of the grade 11 instructors indicated enrollment was just right and the remaining 23 percent indicated enrollment was too low.

Grade 12: Eighty-five percent of the grade 12 instructors indicated enrollment was just right and the remaining 15 percent indicated enrollment was too low.

Thus, the majority of instructors in each grade level

indicated enrollment in their class was just right. Instructors were also asked about students who drop out of the classes.

#### DROP-OUTS

In order to determine whether there are a large number of people who drop out of Adult Night Classes, each instructor was asked, "on average how many students per year discontinued your Adult Night Class courses?" The instructors' responses indicated on average five students per year discontinue in each Adult Night Class. Nevertheless, it is important to note the number of students who discontinue an Adult Night Class per year ranged from a low of one student per class to a high of 14 students per class. As a matter of fact, six instructors indicated at least 10 students per year drop out of their Adult Night Class.

Instructors were also asked how many classes students attend before they drop out. It was found students on average attend eight classes before they drop out. As a matter of fact more than half of the instructors who responded (53%) indicated students attend less than five classes before they drop out. As well, eight of the 43 instructors who responded, said students attend ten or more classes before they drop out. Thus, the number of classes a student attends before dropping out of Adult Night Class can vary, nevertheless, the average number of classes attended was eight. This is consistent with the information on the student questionnaire as 63 percent of the students who dropped out of the Adult Night Class Program, were enrolled for two months or less before they

dropped out.

Instructors were asked why students discontinued the Program. Their responses are provided in Table 35.

TABLE 35

WHY STUDENTS DISCONTINUE ADULT NIGHT CLASSES  
BY NUMBER OF INSTRUCTORS RESPONDING

| <u>WHY STUDENTS DISCONTINUE ADULT NIGHT CLASSES</u> | <u>NUMBER OF INSTRUCTORS</u> |
|-----------------------------------------------------|------------------------------|
| Personal reasons                                    | 19                           |
| Illness                                             | 10                           |
| Found the program too hard                          | 22                           |
| Did not find the program helpful                    | 8                            |
| Other commitments                                   | 21                           |
| Transportation problems                             | 4                            |
| Wasn't the type of program they wanted              | 2                            |
| No time for homework                                | 1                            |
| Got transferred                                     | 3                            |
| Not prepared to work at it                          | 2                            |
| More work is expected from them                     | 2                            |
| Fear of failure                                     | 2                            |
| Lack of self confidence                             | 1                            |

SOURCE: Adult Night Class Program Evaluation, Instructors Interview Schedule, Question 21c

A larger number of instructors (22) said students discontinue the Adult Night Class Program because they found the Program too hard. As well, a large number of instructors said students discontinue Adult Night Classes because they have other commitments or for personal reasons. Earlier in this report the Adult Night Class Students indicated that personal reasons and other commitments were the main reasons why they left the program.

The students who are dropping out of the Adult Night Class Program because they are finding the Program too hard may not be placed at the correct grade level when they entered the program.

The instructors were asked what they thought could be done to reduce the drop-out rate. Listed below are some of the

suggestions provided by the instructors:

- Proper placement of students
- Help to change student attitudes and give them more confidence
- Have stricter entrance requirements
- Have orientation for the students to make them feel more comfortable
- Provide more information to the students concerning the Program
- Make the Program more interesting
- Update the material used in the course
- Provide counselling to students prior to and/or during the course
- Have more consistency across classes and curriculum

Of the instructors who indicated students should be properly placed, some suggested the students be screened to determine their skill level, while others suggested using the TABE test at the beginning of the class. Some of the instructors who suggested having stricter entrance requirements, indicated students should be screened while others suggested there be an age requirement for entrance. Some of the instructors who suggested providing more information to the students concerning the program said this would help them be aware of what is expected of them in the course. Some instructors who suggested making the program more interesting, suggested using films, and better books. Clearly, instructors provided a number of important suggestions to help reduce the drop-out rate.



The instructors were asked to evaluate the facilities and learning resources currently used in the Adult Night Class Program.

#### EVALUATION OF FACILITIES

The instructors were asked if the classroom facilities were adequate. Eight-nine percent of the instructors (41 instructors) indicated the classrooms were adequate, while the remaining 11 percent indicated the classroom facilities were not adequate.

The instructors who indicated the classroom facilities were not adequate, were asked what is required to improve the classroom facilities. There were five instructors who indicated the classroom facilities were not adequate and they provided the following suggestions for improving the facilities:

- Require larger desks
- Need larger rooms
- Need access to audio visual equipment

In addition to the classroom facilities, instructors were asked if the course location was suitable to the majority of students. Ninety-eight percent of the instructors indicated the location of the course was suitable, while one instructor indicated the course location was not suitable. This instructor indicated the course should be held at another location because the classroom facilities at the current location were not adequate.

Thus, the majority of instructors indicated the classroom facilities (89%) were adequate and the geographic location of the course (98%) was suitable. The instructors were also asked to

evaluate the learning resources.

#### EVALUATION OF LEARNING RESOURCES

As part of the evaluation of the learning resources, the instructors were asked about the procedures they use to obtain the learning resources and whether they have any difficulty obtaining the learning resources. Instructors specified a variety of ways they obtain learning resources. Thirteen instructors indicated their supervisor supplied the learning resources, while another thirteen said they travel to get them. As well, five instructors said they obtain their learning resources from the administrator and another five indicated the learning resources are stored in a stockroom from year to year, and some instructors (2 instructors) keep resources from one year to another. Thus there are a number of ways the instructors obtain the learning resources. The procedure may vary from one location to another depending on previous practice. For example, whether the supervisor always looked after them, or whether they have access to a storage room.

Each instructor was asked whether they have any difficulties obtaining required learning resources. Twenty-four of the 46 instructors said they had difficulty obtaining the learning resources, while the other 22 instructors had no difficulty.

The instructors who indicated they had difficulties were asked what difficulties they encountered. The majority of instructors (16 of the 24 instructors) said they had difficulty with the books. Some said they could not get additional books, while

others said they could not get the type of books they were looking for, as a result, instructors had to use whatever was available. Five instructors said there was a lack of resources in general, while two instructors said they had no access to resources such as photocopy machines.

The instructors who had difficulties obtaining learning resources were also asked, how the difficulties could be resolved. Of the instructors who responded, over half (13 of the 24 instructors) indicated more books are required, as well eight instructors said more money is required. As well, one instructor said the students should be required to pay a deposit to ensure the books are returned.

In summary, instructors obtain learning resources in a variety of ways. More than half of the instructors (24 of the 46 instructors) indicated they have difficulty obtaining the required learning resources. A higher percentage of the instructors (70%) said they have difficulty with books. A large number of instructors said in order to resolve the difficulty in obtaining learning resources, more books and more money are required. In addition to the procedures for obtaining learning resources, the instructors were asked about the content and number of textbooks, handouts and workbooks to determine if they were adequate.

CONTENT OF TEXTBOOKS, HANDOUTS AND WORKBOOKS

Instructors were asked if the content of the textbooks used was adequate. Over half of the instructors (54%) indicated the content of the textbooks was inadequate, while the remaining 46 percent of the instructors said the content of the textbooks was adequate.

Some instructors used handouts in their classes while others do not. Of the instructors who used the handouts 90 percent said the content was adequate.

Each instructor was asked if the content of the workbooks was adequate. Some instructors indicated they did not use workbooks. Therefore, of the instructors who did use workbooks, 70 percent said the content of the workbooks was adequate, while the remaining 30 percent found the content of the workbooks inadequate. Thus, the majority of instructors found the content of the handouts and workbooks adequate while a higher percentage of instructors said the content of the textbooks was inadequate. Those who indicated the content of the textbooks, handouts and workbooks were not adequate were asked to identify for which subjects were they inadequate. Table 36 provides the subjects identified by the number of instructors responding.

TABLE 36

SUBJECTS WHERE THE CONTENT OF THE TEXTBOOKS, HANDOUTS  
AND WORKBOOKS WAS INADEQUATE BY NUMBER OF INSTRUCTORS RESPONDING

| SUBJECTS       | CONTENT OF TEXT-<br>BOOKS INADEQUATE<br># OF INSTRUCTORS RESPONDING | CONTENT OF HAND-<br>OUTS INADEQUATE<br># OF INSTRUCTORS RESPONDING | CONTENT OF WORK-<br>BOOKS INADEQUATE<br># OF INSTRUCTORS RESPONDING |
|----------------|---------------------------------------------------------------------|--------------------------------------------------------------------|---------------------------------------------------------------------|
| English        | 8                                                                   | 1                                                                  | 1                                                                   |
| Math           | 4                                                                   | -                                                                  | 2                                                                   |
| Algebra        | 3                                                                   | -                                                                  | 1                                                                   |
| Geometry       | 3                                                                   | -                                                                  | 1                                                                   |
| Science        | 11                                                                  | 1                                                                  | 4                                                                   |
| Physics        | 1                                                                   | -                                                                  | -                                                                   |
| Social Studies | 5                                                                   | 2                                                                  | -                                                                   |
| History        | 3                                                                   | -                                                                  | 1                                                                   |

SOURCE: Adult Night Class Program Evaluation Instructors Interview Schedule, Questions 25B, 25E, 25H.

Table 36 illustrates that English, science and social studies were the subjects most often listed by the instructors who indicated the content of textbooks were inadequate. As well, the instructors who indicated the content of the handouts were inadequate, said they were inadequate for English, science and social studies. A larger number of instructors who indicated the content of the workbooks was inadequate, said they were inadequate for science.

Instructors were asked why the content of the textbooks and workbooks was not adequate. Those respondents who said the content of the textbooks and workbooks were inadequate because -

1. They were out of date
2. They were not up to the grade levels
3. There were not enough and some were not available.

The instructors were also asked why the content of the handouts was not adequate. There were only two reasons provided

they were:

1. Instructors did not have time to photocopy them, and
2. There was very little course material in them.

Instructors were also asked about the number of textbooks, handouts and workbooks.

NUMBER OF TEXTBOOKS, HANDOUTS AND WORKBOOKS

When asked if the number of textbooks, handouts and workbooks were adequate, fifty- seven percent of the instructors indicated the number of textbooks was adequate and 86 percent of the instructors who used handouts said the number of handouts was adequate, while only 42 percent of the instructors who used the workbooks indicated the number of workbooks was adequate.

Instructors who said the number of textbooks, handouts and workbooks was inadequate were asked for which subjects were more needed. Table 37 presents the list of subjects identified by the instructors.



TABLE 37

SUBJECTS WHERE MORE TEXTBOOKS, HANDOUTS  
AND WORKBOOKS WERE NEEDED BY NUMBER OF INSTRUCTORS RESPONDING

| SUBJECTS       | MORE TEXTBOOKS NEEDED<br># OF INSTRUCTORS RESPONDING | MORE HANDOUTS NEEDED<br># OF INSTRUCTORS RESPONDING | MORE WORKBOOKS NEEDED<br># OF INSTRUCTORS RESPONDING |
|----------------|------------------------------------------------------|-----------------------------------------------------|------------------------------------------------------|
| English        | 10                                                   | 1                                                   | 9                                                    |
| Math           | 11                                                   | 1                                                   | 7                                                    |
| Algebra        | 1                                                    | 2                                                   | 1                                                    |
| Geometry       | 1                                                    | 2                                                   | 1                                                    |
| Science        | 7                                                    | 1                                                   | 6                                                    |
| Physics        | 1                                                    | -                                                   | -                                                    |
| Social Studies | 4                                                    | 2                                                   | 3                                                    |
| Economics      | 1                                                    | -                                                   | -                                                    |
| History        | -                                                    | -                                                   | 2                                                    |

SOURCE: Adult Night Class Program Evaluation Instructors Interview Schedule, Questions 26B, 26D, 26F.

A large number of instructors indicated more textbooks and workbooks were required for English, math and science. Of the four instructors who said the number of handouts was not adequate, two said they were not adequate for algebra, geometry and social studies.

Thus, the majority of instructors who used the handouts (90%) and workbooks (70%) said the content of these books was adequate, while 54 percent of the instructors found the content of the textbooks inadequate. Nevertheless, a larger percentage of the instructors found the number of textbooks (57%) and handouts (86%) adequate, while those who used workbooks, 58 percent said the number of workbooks was inadequate.

In addition to determining whether instructors had difficulties with the content and number of books, instructors were asked if they had any diffucilties in teaching different grade levels in the same classroom.

DIFFICULTIES IN TEACHING COMBINED CLASSES

Earlier in this report it was stated over half of the instructors (27 of the 46 instructors) were teaching more than one grade level (page 66). The instructors who teach more than one grade level are teaching the different levels in the same classroom. Therefore, the instructors were asked "what difficulties, if any, do you encounter teaching different grade levels in the same classroom?" Fifteen of the 27 instructors stated the difficulties they encountered. As well, some instructors provided more than one response. Listed below are the difficulties the instructors encounter in teaching different grade levels in the same classroom. The number in parenthesis at the end of each statement indicates the number of instructors who provided this comment:

1. Enriching one level but not another (1)
2. Grade 12 was undertaught (1)
3. Difficulty between new and returning students (1)
4. Not many difficulties if enrollment is small, large classes make it difficult (2)
5. Lack of time to teach various grade levels and to spend with each student (7)
6. Many students have between 9 and 12 level. Hard to keep it at a level for everyone to understand (1)
7. Small groups therefore dividing up the time between groups was difficult (1)
8. Try not to discourage those in the lower grades (1)
9. Grade 9 and 10 are virtually one class (1)

10. If there was some grade level grouping no more than 3-4 levels, as lower level groups compare their work with higher levels (1).

Clearly, there were a variety of difficulties provided by the instructors, nevertheless the most common difficulty was in the lack of time there was to spend with each grade or with individual students (7 of the 15 instructors provided this comment).

The instructors who said they had difficulties in teaching different grade levels in the same classroom were asked how these difficulties could be resolved. The instructors provided the following suggestions to resolve the difficulties:

1. Try to group the new students in one class and the returning students in the other
2. A basic program is required for each grade level
3. Make courses last longer, expand duration of classes
4. Keep classes small

These suggestions should be compared to the difficulties which were mentioned earlier. For example, the difficulty between new and returning students, would be resolved if you group the new students in one class and the returning students in the other. The major difficulty encountered in teaching different grades in the same class was the lack of time to spend with each grade or with individual students. Therefore, the suggestion to make the courses

last longer and expand the duration of classes would resolve this difficulty.

The instructors were also asked about the number of their students who write the General Educational Development Exams.

#### GENERAL EDUCATIONAL DEVELOPMENT EXAMS (G.E.D.'s)

The General Educational Development Exams (G.E.D.'s) are administered by the Prince Edward Island Department of Education. The tests provide adults with the opportunity to obtain their High School Equivalency Certificate. The instructors were asked on average how many of their students per year take the General Educational Development Exams. Of the instructors who responded, there were on average five students per class per year who take the G.E.D. Exams. Nevertheless, the number of students who took the G.E.D. Exams varied from one class to another, as a matter of fact some instructors said only one student in his/her class per year takes the G.E.D. exams while another instructor indicated 21 students per year from his/her class take the G.E.D. exams. The number of students per class can depend on the grade level(s) being taught in the class. As well some students may not be aware of the G.E.D. exams.

The instructors were asked if they encourage any of their students to take the G.E.D. exams. The majority of instructors (67%) indicated they do encourage the students to write the G.E.D.

exams. Twenty-two percent of the instructors indicated they do not encourage their students to write the G.E.D. exams, while 9 percent of the instructors said they did not know about the Program, and 2 percent of the instructors did not feel this question was applicable because of the grade level(s) they teach. It is important to note that students who pass the General Educational Development Exams may receive a grade 9, 10, 11 or 12 certificate. Therefore, it is likely, the instructors who are teaching grade levels lower than grade 9 would not encourage their students to write the exams. The majority of instructors who said they do encourage their students to write the G.E.D. exams indicated they encourage them to write the exams when they are in grade 12.

The instructors were asked whether there are evaluations completed on the students.

#### EVALUATION OF THE STUDENT

Each instructor was asked whether an evaluation form is completed on each student at the end of the year. The purpose of the evaluation form was to assess each student on attendance, class participation and ability to express himself/herself. Fifty-two percent of the instructors said there was an evaluation form completed on each student. These instructors were asked if the evaluations are sent to the administrators. The majority (96%) who said evaluation forms are completed said they are sent to the administrators. A large number of instructors (45%) said the

administrators file the evaluations for future reference. As well, 23 percent said they do not know how the administrators use the evaluation forms, while another 18 percent of these instructors said they did not know how the administrators use the evaluation forms but suggested they file them.

These instructors who indicated evaluation forms are completed on each student at the end of the year were asked if they use the information from the evaluation forms. Fifty percent of the instructors said they use the information on the evaluation form, while the remaining 50% do not use the information. The majority of instructors who use the information on the evaluation forms use it for further reference concerning the students skill level and working habits.

The instructors were also asked if an evaluation form is completed by each student when they finish the year. Eighty-seven percent of the instructors said the students do not complete an evaluation form. The remaining 13 percent of the instructors who indicated an evaluation form is completed by the students were asked how the information on the evaluation form is used. Some instructors indicated they use the information themselves to help improve the Program or to better himself/herself in the future, while other instructors indicated the evaluation forms are used by the administrators/supervisors to evaluate both the instructor and the success of the Program.

#### SUMMARY

- Ninety-six percent of the Adult Night Class instructors were interviewed.



- Sixty-nine percent of the instructors interviewed were female.
- A large percentage of instructors (44%) were between 35 and 44 years of age. There were no instructors under 25 years of age but 16 percent of the instructors were over 55 years old.
- The majority of instructors (64%) had at least a Bachelor's Degree. A large number of instructors who had a degree, indicated their major field of study was education.
- Eighty-seven percent of the instructors indicated they have a valid Department of Education Teachers Certificate.
- The majority of instructors (84%) indicated that in addition to teaching Adult Night Classes they were employed elsewhere.
- Seventy-one percent of the instructors who were employed elsewhere were employed in Educational Service Industries. As well the majority of instructors who were employed at another job were employed in the teaching and related occupations.
- Sixty-two percent of the instructors had been teaching Adult Night Classes for less than ten years. Nevertheless, 84 percent of the instructors had been teaching Adult Night Classes for more than one year.
- Seventy-six percent of the instructors indicated the last year they taught Adult Night Classes was in 1986/87.
- Seventy-eight percent of the instructors said there should not be a minimum grade level for a student entering the Program. The majority of instructors who indicated there

should be a minimum grade level, said the minimum grade level should be at least a grade 6 education.

- Thirty-eight percent of the instructors indicated the TABE test does provide sufficient information about the students present skill level, while 49 percent of the instructors said the TABE test should be continued.
- The majority of instructors (72%) indicated the Adult Night Class Program should be standardized throughout the Province. As well, 54 percent of the instructors indicated the present curriculum was not as current as it should be.
- A larger number of instructors were teaching either grade 9, 10, 11, or 12 compared to the number of instructors teaching grade 1-6, 7 or 8. This is not unusual as a larger percentage of students who attended Adult Night Classes (73%) reported they had at least a Grade 9 education prior to enrolling.
- More than half of the instructors were teaching more than one grade level.
- The subjects taught as well as the percentage of time spent teaching the subjects varied within one grade level. Nevertheless, the average percentage of time spent teaching English, math and science shows little variation from one grade level to another.
- Seventy percent of the instructors indicated their supervisor decides what subjects are taught. The remaining 30 percent of the instructors (14 instructors) indicated

they decide what subjects are taught. These 14 instructors use a variety of ways to determine what subjects should be taught.

Thirty-seven of the 46 instructors (80%) said there are no other subjects which should be offered.

- Instructors varied in their responses to the equivalency of grade 12 Adult Night Class to grade 12 P.V.T. (Preparation for Vocational Training), grade 12 general or grade 12 academic.
- The majority of instructors (87%) said grade 12 Adult Night is not equivalent to grade 12 academic, and 67 percent of the instructors said grade 12 Adult Night should not be equivalent to grade 12 academic. Nevertheless, 74 percent of the instructors indicated grade 12 Adult Night should be equivalent to grade 12 general.
- A large percentage of the responses indicated more time is required in order for grade 12 Adult Night to be equivalent to grade 12 P.V.T., grade 12 general or grade 12 academic.
- The majority of instructors were satisfied having classes two nights per week (78%) and were satisfied having classes from 7:00 - 10:00 P.M. (80%). As well, a larger percentage of instructors (33%) indicated classes should continue to be offered from October to March.

- The number of students enrolled in the Adult Night Classes were higher for the higher grade levels. This is not unusual as a larger percentage of students who attended Adult Night Classes had at least a grade 9 education prior to enrolling.
- With the exception of the grade 1-6 instructors, the majority of instructors in the other grade levels indicated enrollment in their class was just right. Forty percent of the grade 1-6 instructors said enrollment was just right, while another 40 percent said enrollment was too low.
- The instructors indicated the number of students who discontinue their class per year ranged from a low of one student to a high of 14 students. On average five students per year discontinue in each Adult Night Class.
- More than half of the instructors (53%) indicated students attend less than five classes before they drop out.
- A large number of instructors (22 instructors) said students discontinue the Adult Night Class Program because they found the Program too hard.
- The suggestions provided by the instructors to reduce the drop-out rate indicated, students should be properly placed and should feel comfortable in class and have confidence in themselves. As well, students should be well informed about the Program, the Program should be consistent across classes, the material used should be up-to-date and the

classes should have a variety of learning resource such as films and better books to make the classes more interesting.

- The majority of instructors indicated the classroom facilities (89%) were adequate and the geographic location of the course (98%) was suitable.
- Instructors obtain learning resources in a variety of ways. Over half of the instructors (24 of the 46 instructors) indicated they have difficulty obtaining the required learning resources. A higher percentage of these instructors (70%) said they have difficulty obtaining books.
- A large number of instructors said in order to resolve the difficulties in obtaining learning resources more books and more money are required.
- The majority of instructors who used the handouts (90%) and workbooks (70%) said the content of these books was adequate, while 54 percent of the instructors found the content of the textbooks inadequate.
- A larger percentage of the instructors found the number of textbooks (57%) and handouts (86%) adequate, while 58 percent of those who used workbooks said the number of workbooks was inadequate.
- The major difficulty instructors encountered when teaching more than one grade level in the same classroom was the lack of time there was to spend with each grade or with individual students.

- On average five students per class per year write the General Educational Development Exams (G.E.D.'s).
- Sixty-seven percent of the instructors indicated they encourage their students to write the General Educational Development Exams. The majority of these instructors encourage their students to write the exams when they are in grade 12.
- Fifty-two percent of the instructors said there was an evaluation form completed on each student. The majority of these instructors said the evaluation forms are sent to the administrators.
- The majority of instructors who use the information on the evaluation forms use it for further reference concerning the students skill level and working habits.
- Eighty-seven percent of the instructors said the students do not complete an evaluation form when they finish the year.

This concludes the analysis of the instructors interviews, the next section will discuss the responses received from the interviews with the Adult Night Class Program administrators.



## ANALYSIS OF ADMINISTRATORS INTERVIEW SCHEDULE

### RESPONSE RATE

There were six administrators to be interviewed. Interviews were held with all six, providing a 100 percent response rate.

The interview schedules provided information on a variety of subject matters such as background information on the administrators, financial requirements, recruitment of instructors and students, as well as an assessment of the program curriculum and timing of the course. Each subject area will be discussed in this report, the first area of discussion will be the background information on the administrators.

### BACKGROUND INFORMATION ON ADMINISTRATORS

Each administrator was asked how many years they had been administering the Adult Night Class Program. The responses received ranged from less than one year to 18 years. As a matter of fact, four of the six administrators (67%) had been administering the Adult Night Class Program for eight or more years.

The administrators were also asked how many hours per week they spend administering the Adult Night Class Program. The responses varied from one-half hour to twenty hours per week. Two of the six administrators spent at least ten hours per week working on the Adult Night Class Program.

Each administrator was asked to indicate what their role was in the Adult Night Class Program. The majority of responses

indicated they were involved in various activities that related to co-ordinating the activities of the Adult Night Class Program. Some of the activities were liaison with instructors, choosing staff, assisting with registration, preparing assessments and reports and developing the curriculum. One administrator also indicated he was responsible for setting guidelines for the TABE testing.

Each administrator was asked how often they met with the Adult Night Class instructors. Three of the six administrators indicated they seldom met with the instructors, while two administrators said they often meet with the instructors and one administrator indicated he sometimes meets with instructors. On average the administrators supervise 20 instructors. One respondent indicated he supervises 35 instructors, while another respondent did not supervise any instructors.

In summary, the amount of time administrators spend each week administering the Adult Night Class Program varied which may depend on the role they play in administering the Program, as well as the length of time they have been involved in administering the program.

Administrators were also questioned on the Adult Night Class Program objective in order to determine whether the objective was being met.

#### PROGRAM OBJECTIVE

The objective for the Adult Night Class Program is "to

increase the academic attainment level of all adult residents in Prince Edward Island who currently possess less than a Grade 12 equivalency." Each administrator was asked if this objective is presently being met. Five of the six administrators (83%) indicated the objective is presently being met, while one administrator said the objective was not being met. The administrator who indicated the Program objective was not being met was asked what changes are necessary to meet the Program objective. The following changes were provided by this administrator:

1. Higher retention rates
2. A lower student/teacher ratio
3. Change the delivery system, so it will be less structured.

Thus, the majority of administrators (83%) said the Adult Night Class Program objective is currently being met.

In addition to the questions concerning the program objective administrators were asked a number of questions concerning the Adult Night Program equivalency and curriculum.

#### ADULT NIGHT CLASS PROGRAM EQUIVALENCY AND CURRICULUM

In order to determine whether grade 12 acquired through the Adult Night Class Program was equivalent to other grade 12 courses each administrator was asked a number of questions concerning its equivalency to grade 12 P.V.T. (Preparation for Vocational Training), grade 12 general and grade 12 academic.

Administrators varied in their responses to the equivalency of grade 12 Adult Night Class to grade 12 P.V.T., grade 12 general or grade 12 academic. Sixty-seven percent (4 of the 6 administrators) of the administrators indicated grade 12 Adult Night Class is equivalent to grade 12 P.V.T. As well, 67 percent of the administrators said grade 12 Adult Night is equivalent to grade 12 general. The majority of administrators (5 of the 6 administrators) said grade 12 Adult Night is not equivalent to grade 12 academic.

The administrators were also asked if grade 12 Adult Night should be equivalent to grade 12 P.V.T., grade 12 general or grade 12 academic. Only two of the six administrators said grade 12 Adult Night Class should be equivalent to grade 12 P.V.T. Three of the six administrators said grade 12 Adult Night Class should be equivalent to grade 12 general, while, eighty-three percent of the administrators said grade 12 Adult Night Class should not be equivalent to grade 12 academic.

Each administrator who indicated that grade 12 Adult Night Class was not equivalent to either grade 12 P.V.T., grade 12 general or grade 12 academic but felt it should be equivalent was asked, "what changes, if any, are required in the Adult Night Class Program to provide this equivalent?" Only one administrator responded, indicating that more class time is required in order for grade 12 Adult Night to be equivalent to grade 12 academic.

In addition to the questions on the equivalency of grade 12 Adult Night Class, administrators were asked if graduates from the Adult Night Class Program are admitted to the Post Secondary programs at Holland College. Five of the six administrators

indicated graduates of the Adult Night Class Program are admitted to Holland College Post-secondary courses, while one administrator said some students are but it depends on the Post-secondary Program selected. It is interesting to note one of the students who indicated the Adult Night Class Program was not helpful said it was not recognized for the course he/she applied for. This would lead one to question whether the Program curriculum needs to be changed.

The Adult Night Class Program curriculum is not standard throughout the province. Each administrator was asked if the program curriculum should be standardized. Fifty percent of the administrators (three of the six administrators) said the Program curriculum should be standardized while the remaining fifty percent said it should not be standardized.

The three administrators who indicated the Program curriculum should not be standardized were asked why it should not be standardized. One administrator said the program must be designed to meet the clients needs, while another administrator said core courses such as math and English should be standardized but other skills should be designed to meet the clients interests in each location. Another administrator said if the curriculum was standardized, it may eliminate the flexibility of the instructors. As a result some instructors would not be able to provide training in the areas they are trained in, if this subject was not on the curriculum.

In summary, some administrators varied in their responses to the equivalency of grade 12 Adult Night Class to grade 12 P.V.T., grade 12 general or grade 12 academic, nevertheless 83 percent of

the administrators said grade 12 Adult Night Class is not equivalent to grade 12 academic and 83 percent said it should not be equivalent to grade 12 academic. Nevertheless, all six administrators said graduates of the Adult Night Class Program are admitted to some of Holland College's Post-secondary Programs. Fifty percent of the administrators said the Adult Night Class Program curriculum should be standardized throughout the Province.

In addition to the Program equivalency and curriculum administrators were asked a number of questions concerning financial requirements in order to determine whether the present budget is sufficient.

#### FINANCIAL REQUIREMENTS

The Adult Night Class Program is divided into an East and West Program. The East Program covers all Adult Night Classes from East Point up to and including Crapaud, while the West Program covers all classes west of Crapaud. The budget for the Adult Night Class Program is divided between the East and West Programs. The Principal of the Vocational Division at Holland College was asked how the budget of the Adult Night Class is allocated between the East and West Program. The principal of the Vocational Division indicated it is allocated approximately 55-60 percent for the East and 40-45 percent for the West, based on the number of students and demand for staff.

The administrators were asked who decides the amount of money that will be allocated to each item. The majority of



administrators (four of the six administrators) indicated the principal of the Vocational Division at Holland College decides the allocation of the funds. One administrator indicated the Coordinator for the Eastern Adult Night Class decides the budget allocation while another indicated the administration officer decides the budget allocation based on a student basis in the East and West Programs.

The principal of the Vocational Division at Holland College was asked how he allocates the budget to each budget item such as salaries, books, travel. He indicated a review of the past two years expenditures is prepared and projections for the next fiscal year.

The responses provided by the Principal of the Vocational Division to the questions concerning the budget for each budget item were analyzed to determine whether the amount of money for each budget item was sufficient. Some of the other administrators did not respond to these questions as they felt they were not familiar with the budget process. The Principal of the Vocational Division indicated that the present annual budget for each budget item (such as salaries, travel, text books) was not sufficient. When asked how much should the annual budget be for these items, he (the Principal of the Vocational Division) provided an annual budget for each item. Table 38 compares the amount of each budget item provided by the Principal of the Vocational Division to the 1986/87 budget provided in the Statement of Operations.

TABLE 38

1986-87 DIRECT COST FOR ADULT NIGHT BASIC EDUCATION  
COMPARED WITH PROPOSED BUDGET

| BUDGET<br>ITEMS              | 1986-87(1)<br>DIRECT COSTS | PROPOSED(2)<br>BUDGET | PERCENTAGE<br>CHANGE |
|------------------------------|----------------------------|-----------------------|----------------------|
| Salaries & Employee Benefits | \$69,463                   | 103,000               | 48.3                 |
| Student Texts                | 3,661                      | 12,500                | 241.4                |
| Materials and Supplies       | 2,260                      | 10,000                | 342.5                |
| Travel                       | 1,339                      | 4,500                 | 236.1                |
| Advertising                  | 2,509                      | 3,500                 | 39.5                 |
| Janitorial Supplies          | 6,875                      | 8,500                 | 23.6                 |
| Staff Development            | -                          | 5,000                 | -                    |
| Miscellaneous                | 1,041                      | -                     | -                    |
| Overall Budget (3)           | 99,648                     | 200,000               | 100.7                |

- (1) Figures were taken from the 1986-87 Statement of Operations for Adult Night Basic Education
- (2) Figures listed are those provided by the Principal of the Vocational Division at Holland College when interviewed as part of the Adult Night Class Program Evaluation
- (3) In addition to direct costs, the overall budget includes overhead costs.

SOURCE: 1986-87 Statement of Operations for Adult Night Basic Education and 1987 Adult Night Class Program Evaluation. Administrators interview schedule questions 9(b), 10(b), 11(b), 12(b), 13(b), 14(b), 15(b)

From Table 38 one can see that the Principal of the Vocational Division proposed the budget for each item should be increased in comparison to the 1986-87 budget. The increase in the budget items ranged from 24-343 percent higher than the actual budget for these items in 1986-87. The largest increase was for materials and supplies (343%) followed by student texts (241%). As well, the Principal of the Vocational Division indicated that the

overall annual budget for the Adult Night Class Program should be twice as large as the 1986-87 budget.

It was proposed that the budget for advertising be increased by 40 percent compared to the 1986-87 advertising budget (see Table 38). As a result, it is important to consider the current methods used to recruit instructors and students.

#### RECRUITMENT OF INSTRUCTORS

The administrators were asked what procedure is used to recruit instructors for the Adult Night Class Program. A variety of procedures were listed, nevertheless, it is important to note that more than one procedure may be followed depending on the availability of instructors. Three administrators indicated teachers were obtained through referrals. The referrals could be from other instructors or other people. One administrator indicated they advertise internally for a qualified person before going outside of Holland College while another administrator indicated they advertised internally first then, if necessary, they offer the position to instructors who worked in the Adult Night Class Program in previous years. Another administrator indicated they select the instructor after interviewing. The selection is based primarily on the individuals personality and education background, although, a teaching degree is preferred.

In summary, formal procedures may not always be followed in advertising for instructors; nevertheless, the persons qualifications are considered in the selection process.

The administrators were asked what are the minimum qualifications required to become an instructor. One administrator said he did not know what the minimum qualifications were while the other five administrators indicated either some teaching experience or a teachers license is required. When asked if they have any instructors who do not meet the minimum qualifications, all five administrators who responded indicated all instructors meet the minimum qualifications.

In addition to recruiting instructors it is important to consider the methods used to recruit students for the Adult Night Class Program.

#### RECRUITMENT OF STUDENTS

The administrators were asked "what method(s) of advertising do you use to recruit students?" Table 39 illustrates their responses.

TABLE 39

#### METHODS OF ADVERTISING USED TO RECRUIT STUDENTS BY NUMBER OF ADMINISTRATORS RESPONDING

| <u>METHOD OF ADVERTISING</u> | <u>NUMBER OF ADMINISTRATORS</u> |
|------------------------------|---------------------------------|
| Local Radio Stations         | 3                               |
| Local T.V. Stations          | 2                               |
| Newspapers                   | 5                               |
| Posters                      | 4                               |
| Church Bulletins             | 2                               |
| Recognition Ceremony         | 1                               |

SOURCE: PEI Department of Industry Adult Night Class Evaluation  
Administrators/Supervisors Interview Schedule,  
Question 19(a)

Table 39 shows the most common methods of advertising the Adult Night Class Program are through the newspapers and posters.

The administrators were asked if the present methods of advertising are adequate. Five of the six (83%) administrators said present advertising methods are adequate. The one administrator who said the present advertising methods were not adequate was asked how could the present method(s) of advertising the Program be improved. The administrator said because of the amount of money available and the large number of people enrolled in the classes they should not advertise any more. Nevertheless, he indicated this fall (fall of 1987) Holland College will advertise more in their flyer.

In addition to determining whether the current methods of advertising are adequate it is important to determine whether there should be a prerequisite for students entering the Program. Five of the six administrators indicated there should not be a prerequisite for students entering the Program. The administrator who indicated there should be a prerequisite indicated students should have a grade 10 level of education.

Administrators were also asked if a nominal fee should be charged to enroll in the Adult Night Class Program. The majority of administrators (five of the six administrators) indicated a nominal fee should be charged. These five administrators were asked what the fee should be. The fee specified ranged from \$10 - \$25 and as well one administrator indicated the fee should be 75 percent of the cost of the books.

Evaluation of the students were also discussed with the administrators.

#### STUDENT EVALUATION

The administrators were asked if the instructors complete an evaluation form on each student prior to him/her exiting the Program. Four of the six administrators indicated the instructors do complete evaluations on each student. Of the two remaining administrators, one said instructors do not complete student evaluations while the other administrator said he did not know if instructors completed student evaluations. Nevertheless, these two administrators indicated the instructors should complete an evaluation form on each student.

The four administrators who said evaluation forms were completed on each student by their instructors were asked how the information from the evaluations are used. One administrator said he did not know how the information was utilized, while the other three administrators said the information was filed and used for future reference concerning the student.

The administrators were also asked to comment on the timing of the course in order to determine whether the current timing is satisfactory.

#### TIMING OF THE COURSE

In order to determine whether the administrators were satisfied with the number of nights per week classes were offered



they were asked how many nights per week should classes be offered. All six administrators said classes should continue to be offered two nights per week.

The administrators were also asked what time of year should the Adult Night Classes be offered. Three administrators (50%) said classes should be offered from September - April, while two administrators indicated classes should be from October - April and one administrator said to offer classes from September - March. Adult Night Classes are currently offered from October - March. The administrators responses to what time of year should classes be offered indicated they would like to see classes offered longer than they are currently offered, as some administrators indicated classes should start in September while other administrators indicated classes should go until April. Nevertheless, all administrators would like to see classes begin in early fall (September or October) and end in early spring (March or April).

Although some difficulties could be identified from previous sections, administrators were asked to identify any administrative difficulties they had experienced.

#### ADMINISTRATIVE DIFFICULTIES

When asked what difficulties, if any, have you encountered

in administering the Adult Night Class Program four of the six administrators indicated they had difficulties. Listed below are the difficulties they encountered:

1. Financial
2. Getting to know the staff, as they are not available during the day.
3. On occasion teachers must be replaced. Some teachers want certain books but the money does not permit it.
4. Teachers follow-up on student absenteeism so they will not discontinue.

The administrators who encountered difficulties administering the Program, were asked if the difficulties have been corrected. Of the four administrators who indicated they encountered difficulties, two (50%) indicated the difficulties have not been corrected. These difficulties are:

1. Financial
2. Teachers follow-up on student absenteeism so they will not discontinue, (which is a difficulty that requires constant attention).

In addition to the difficulties encountered in administering the Adult Night Class Program, the administrators were asked if they would like to see any changes in the Program.

#### PROGRAM CHANGES

The administrators were asked if they would like to see any changes in the administration, curriculum or other areas of the

Adult Night Class Program.

The administrators indicated they would like to see the following changes in the administration of the Adult Night Class Program:

1. The administrators pay does not match the job responsibilities. More administration and job descriptions are needed.
2. More resources are needed in more locations.
3. An inventory of books is required. There is currently no record of books, as the books remain in the rural community and the honor system is used.
4. Like to see the administrators have some direct involvement in the program.
5. Standardize the administration of the TABE test. Stop giving out recognition for partial completion of a course.

The administrators requested a variety of changes in the administration of the Adult Night Class Program. They also indicated the following changes should take place in the Program curriculum.

1. Standardize the Program.
2. Update books, review current program to update courses and introduce new courses.
3. General guidelines should be put in place.
4. Standardize final exams.
5. Review the Program every two to three years.
6. Give students the opportunity to take one academic course year round.

Clearly administrators indicated there is a need to standardize the testing and the Program in general. As well, the Program should be reviewed to update courses providing more up-to-date books.

The administrators were asked what other changes, if any, are required in the Adult Night Class Program. The following changes were suggested:

1. Teachers must not feel they are working in isolation. They must know who they work for.
2. More extensive advertising to attract students in the lower grade levels (1-8).
3. A regular review of the courses by Department of Industry and Holland College administrators is required. Meetings between these groups are needed.
4. Due to lack of finances Holland College may group some of the rural classes.
5. Money should be provided to offer classes during the day so that adults who do not meet CEIC criteria can enter classes in the day. Provincial Government Purchase full-time programs in Charlottetown and Summerside to allow adults to obtain grade 12 during the day.
6. The Provincial Government must address the need for the silent low-achievement adult by establishing a drop in centre to offer life skills, career counselling and academic skills.
7. Administrators job description and pay for administering the Adult Night Class Program are required.

Thus the administrators identified a number of changes they would like to see in the Adult Night Class Program.

SUMMARY

- All six administrators were interviewed, providing a 100 percent response rate.
- Four of the six administrators had been administering the Adult Night Class Program for eight or more years.
- The amount of time administrators spend each week administering the Adult Night Class Program varied, nevertheless, two of the six administrators spent at least 10 hours per week working on the Adult Night Class Program.
- Administrators indicated they were involved in various activities that related to co-ordinating the activities of the Adult Night Class Program such as liaison with instructors, choosing staff, assisting in registration, preparing assessments and reports and developing the Program curriculum.
- Administrators who are responsible for supervising instructors, on average they supervise twenty instructors.
- The administrators varied in the number of times they meet with the instructors.
- Five of the six administrators (83%) indicated the Program objective is presently being met.
- Administrators varied in their responses to the equivalency of grade 12 Adult Night to grade 12 P.V.T. (Preparation for Vocational Training) grade 12 general or grade 12 academic.

- Sixty-seven percent of the administrators indicated grade 12 Adult Night is equivalent to grade 12 P.V.T. As well, 67 percent of the administrators said grade 12 Adult Night is equivalent to grade 12 general. Five of the six administrators said grade 12 Adult Night is not equivalent to grade 12 academic.

- Eighty-three percent of the administrators said grade 12 adult night should not be equivalent to grade 12 academic.

- All six administrators said graduates of the Adult Night Class Program are admitted to at least some of Holland College's Post-Secondary Programs.

- Three of the administrators (50%) said the Adult Night Class Program curriculum should be standardized throughout the Province.

- The Adult Night Class budget is allocated between the East and West Program by approximately 55-60 percent for the East and 40-45 percent for the West based on the number of students and demand for staff.

- The allocation of the budget to each budget item (such as salary, books) is based on a review of the past two years expenditures and projections for the current fiscal year.

- The Principal of the Vocational Division indicated the budget for each budget item should be increased in comparison to the 1986/87 budget. As a matter of fact, he indicated the overall budget for the Program should be twice as large as the 1986/87 budget.

- Formal procedures may not always be followed in advertising for instructors, nevertheless the person's



qualifications are considered in the selection process.

- Five of the administrators indicated the minimum qualifications for an instructor is either some teaching experience or a teachers license or both. All five administrators indicated all instructors meet the minimum qualifications.

- The most common methods of advertising the Adult Night Class Program are through the newspapers and posters.

- Five of the six administrators said present advertising methods are adequate.

- The majority of administrators (five of the six administrators) indicated there should not be a prerequisite for students entering the Program.

- Eighty-three percent of the administrators (5 of the 6 administrators) said a nominal fee should be charged to enroll in the Adult Night Class Program.

- Four of the administrators said the instructors complete an evaluation form on each student. The remaining two administrators indicated the instructors should complete an evaluation form on each student.

- All administrators said classes should continue to be offered two nights per week.

- The administrators would like to have classes offered longer than they are currently offered. Nevertheless, all administrators would like to see classes begin in early fall and end in early spring.

- Four of the six administrators said they had encountered difficulties in administering the Program. Two of these administrators indicated their difficulties have not been corrected.

- The administrators provided a number of changes they would like to see in the administration of the Adult Night Class Program. For example, have more resources in more locations, standardize to ensure the TABE test is administered in all locations and have more involvement of administrators in the Program.

- Administrators provided a number of changes they would like to see in the Program curriculum; such as, standardize the Program, and update the books.

- The following suggestions were also provided to change other areas of the Program; more advertising, a regular review of the courses by the Department of Industry and Holland College Administrators, and more money to offer classes during the day.

#### Comparison of Students, Instructors and Administrators Responses

- Although the students, instructors and administrators were satisfied with some areas of the Adult Night Class Program, they also identified areas that required changes.

- When all three groups (students, instructors and administrators) were asked similar questions concerning the Adult Night Class Program (such as, timing of the course, entrance requirements, program equivalency, suggestions for changes to the Program) their responses were much the same.

#### TIMING OF THE COURSE

All administrators said classes should continue to be

offered two nights per week. As well, the majority of instructors (78%) and students (79%) were satisfied having classes two nights per week.

Adult Night Classes are currently held from 7:00 to 10:00 P.M. The majority of instructors (80%) and students (73%) were satisfied with the present time for class.

Almost three-quarters of the students would like to see Adult Night Classes start in early fall and end in early spring. As well, all administrators and a large percentage of instructors (72%) would also like to see classes begin in early fall and end in early spring.

#### COURSE LOCATION AND CLASSROOM FACILITIES

The majority of instructors (98%) and students (95%) indicated the course location was suitable. The majority of instructors (89%) said the classroom facilities were adequate, similarly 95 percent of the students found the classroom satisfactory.

#### EVALUATION OF PROGRAM CONTENT

The majority of students found both the content and number of textbooks, handouts and workbooks adequate. The majority of instructors who used the handouts and workbooks said the content of these books was adequate, while over half of the instructors (54%) found the content of the textbooks inadequate. A large percentage of instructors found the number of textbooks and handouts adequate,

while 58 percent of the instructors who used workbooks said the number of workbooks was inadequate.

Fifty percent of the students indicated they would like to see other subjects offered in the Adult Night Classes, while the majority of instructors (80%) said there are no other subjects which should be offered.

#### GENERAL EDUCATIONAL DEVELOPMENT EXAMS (G.E.D.'S)

Fifty percent of the students said their instructors encouraged them to write the General Educational Development Exams (G.E.D.'s). Sixty-seven percent of the instructors indicated they encourage their students to write the General Educational Development Exams. The majority of these instructors encourage their students to write the exams when they are in grade 12. This is consistent with the students response as 72 percent of the students who wrote the General Educational Development exams obtained a grade 12 certificate.

#### ADVERTISING THE PROGRAM

Forty-eight percent of the students indicated they found out about the Adult Night Class Program from a friend or relative and 40 percent of the students found out about the Program through the newspaper. The administrators indicated the most common methods of advertising the Adult Night Class Program are through the newspapers and posters.

#### ENTRANCE REQUIREMENT

The majority of administrators (five of the six administrators) indicated there should not be a prerequisite for students entering the Adult Night Class Program. As well, 78 percent of the instructors said there should not be a minimum grade level for a student entering the program.

#### STUDENT EVALUATION

Four of the six administrators (67%) said the instructors complete an evaluation form on each student. The remaining two administrators indicated the instructors should complete an evaluation form on each student. Fifty-two percent of the instructors said there was an evaluation form completed on each student.

#### STANDARDIZE CURRICULUM

The majority of instructors (72%) indicated the Adult Night Class Program should be standardized throughout the Province. Three of the administrators (50%) said the Program curriculum should be standardized throughout the province.

#### PROGRAM EQUIVALENCY

The majority of administrators and instructors said grade 12 Adult Night Class is not equivalent to grade 12 academic and should not be equivalent to it. As well, there were a larger number of instructors and administrators who felt grade 12 Adult Night Class should be equivalent to grade 12 general when compared to the number who indicated grade 12 Adult Night Class should be equivalent to grade 12 P.V.T. or grade 12 academic.

#### SUGGESTIONS FOR CHANGES TO THE PROGRAM

Some of the groups surveyed were asked if they had encountered difficulties with the Adult Night Class and were asked for suggestions to solve their difficulties, while other groups were asked what changes would you like to see in the Adult Night Class Program. The most common change mentioned by the students, instructors and administrators was to update the books. The students indicated the books needed to be improved by providing more books and more up-to-date books. As well, the instructors indicated the material was inappropriate and out of date and that more books and more money for books were required. The administrators indicated the books need to be updated and more resources are required.

Clearly, when all three groups (students, instructors and administrators) were asked similar questions concerning the Adult Night Class Program, in most cases, their responses were much the same.

#### RECOMMENDATIONS

This section will provide a list of recommendations for the Adult Night Class Program. Each recommendation will be followed by a statement containing some of the findings from the Program Evaluation. These findings were the basis on which each recommendation was made.



Pre-requisite For Adult Night Class

1. The Adult Night Class Program should continue to be offered free of charge in Prince Edward Island.

Ninety-four percent of the students who responded said the Adult Night Class Program was helpful. As well, 73 percent of the students who responded said they learned a great deal.

2. The Adult Night Class Program should be available to all adult Island residents regardless of their education level.

The objective of the Adult Night Class Program is to increase the academic attainment level of "all" adult residents in Prince Edward Island who currently possess less than a grade 12 equivalency. If a prerequisite was established some adult residents may not qualify to enter the Program. Seventy-eight percent of the instructors said there should not be a minimum grade level for a student entering the Program. The majority of administrators (five of the six administrators) indicated there should not be a prerequisite for students entering the Adult Night Class Program.

Time Schedule for Adult Night Classes

3. Adult Night Classes should continue to be held two nights per week and classes should continue to be from 7:00 - 10:00 P.M.

Seventy-nine percent of the students were satisfied having classes two nights per week and 73 percent of the students were satisfied with the present time for class (7:00 - 10:00 P.M.). Seventy-eight percent of the instructors were satisfied having classes two nights per week and 80 percent were satisfied having classes from 7:00 - 10:00 P.M. All administrators said classes should continue to be offered two nights per week.

4. Adult Night Classes should continue to be offered from the fall of one year to the spring of the following year. Nevertheless, the course may be extended by having the classes run from mid-September to mid-April.

Thirty-one percent of the students indicated October to March is the best time of year to offer classes. As a matter of fact 74% of the students would like to see classes start in early fall (September or October) and end in early spring (March or April). Thirty-three percent of the instructors said October to March was the best time of year to offer classes. Seventy-two percent of the instructors would like to see classes begin in early fall

and end in early spring. All administrators would like to see classes offered longer than they are currently offered. Nevertheless, all administrators would like to see classes begin in early fall and end in early spring.

#### Adult Night Class Program Curriculum

5. The Adult Night Class Program curriculum should be standardized throughout the Province. This standardization should be in place prior to the beginning of the 1989-90 classes. The Department of Industry should assess the classes on an on-going basis to ensure this standardization is implemented and maintained.

The objective of the Adult Night Class Program is to increase the academic attainment level of all adult residents in Prince Edward Island who currently possess less than a grade 12 equivalency. It is important to ensure residents throughout the Province are provided with instruction in the same course material in order that the grade levels acquired will be consistent across the Province. The analysis of the instructors interview schedules found that the subjects taught as well as the percentage of time spent teaching the subjects varied considerably within the same grade level. The majority of instructors (72%) indicated the Adult Night Class Program should be standardized throughout the Province. Fifty percent of the administrators said the Adult Night Class curriculum should be standardized.

6. The textbooks and other resource material used in the Adult Night Classes should be reviewed in order to determine whether the material is up-to-date. This review should be complete prior to the beginning of the 1989-90 classes.

A committee consisting of representatives from the Department of Industry, Holland College and other Provincial officials should be established to review the textbooks and other course material to determine if they are out-of-date. If the material is out-of-date, this committee should recommend more current textbooks and materials to be used in each grade level.

Over half of the instructors found the content of the textbooks inadequate. The major reason why the content of the textbooks were not adequate was the books were out-of-date. A large number of instructors said in order to resolve the difficulties in obtaining learning resources more books and more money are required.

The administrators provided a number of changes they would like to see in the Program curriculum, one change was to update the books.

Of the suggestions provided by the students to improve the Adult Night Class Program, the most common suggestion was improving the books, by providing more books, more up-to-date books and workbooks.

7. Effective 1988-89 the same standardized achievement test should be given by all Adult Night Class instructors to students who enroll in the Program. This test should be given to all students at a consistent point in time at the beginning of the classes (for example, the third night of classes).

It is important that students be placed in the proper grade level when they enter the Adult Night Class Program. A test of basic education would assist the instructors in determining the students present skill level. Ninety-six percent of the students felt they were placed at the proper grade level when they entered the Adult Night Class Program. Twenty-seven percent of the instructors indicated the current TABE test does not provide sufficient information about the students present skill level, while 49 percent of the instructors said the TABE test should be continued.

8. The Adult Basic Education, Adult Night Upgrading Handbook prepared by Holland College should be updated on an annual basis to reflect any changes in the Adult Night Class Program. Each year, an updated copy of this Handbook should be provided to all Adult Night Class Instructors prior to the beginning of classes.

The Adult Basic Education, Adult Night Upgrading Handbook contains information on: the Program objectives, entrance requirements, pre-testing, course descriptions, inventory of resource materials, completion requirements and reporting forms. The Foreword in this Handbook states "This instructors' manual was prepared to provide Adult Night Class Instructors with a reference tool which they might use as a guide in choosing course content and available printed and Audio Visual resource material for their respective areas of instruction. The manual also contains copies of reporting form commonly used in the normal administration of the Adult Night Program and other general information which may be beneficial."

Any changes that may occur in the Adult Night Class Program as a result of the implementation of these recommendations should be reflected in the Handbook, therefore this Handbook should be updated on an annual basis.

**Adult Night Class Program Equivalency**

9. The final exams for all grade 9, 10, 11 and 12 Adult Night Class students should be replaced with the General Educational Development Exams beginning in 1990-91. As well, the Adult Night Class Program certificates for these students should be replaced with the General Educational Development certificates. All Adult Night Class instructors should be briefed on the Department of Education's General Educational Development Exams (G.E.D.'s). The Department of Education should be asked to assist in administering the General Educational Development Exams and in issuing the certificates.

The General Educational Development exams administered by the P.E.I. Department of Education provide an opportunity for adults to obtain their High School Equivalency Certificate. Only 17 percent of the students indicated they wrote the G.E.D. exams. Nevertheless, 72 percent of the 60 students who wrote the G.E.D. exams obtained a grade 12 equivalency certificate. It is important to note, of the students who did not write the G.E.D. exams 17 percent did not believe the G.E.D. exams would help them, another four percent did not think it was necessary to write the G.E.D. exams. As well, six students indicated they were told grade 12 Adult Night Class was either the same or recognized more than the G.E.D. exams.

The majority of instructors (67%) indicated they encourage the students to write the G.E.D. exams, while 22 percent of the instructors indicated they do not encourage their students to write the G.E.D. exams and nine percent of the instructors said they did not know about the Program. It is important to note students who write the G.E.D. exams and pass will receive either a grade 9, 10, 11 or 12 certificate. Therefore, Adult Night Class students who complete grade 9, 10, 11 or 12 should be required to write the G.E.D. exams. This will help to ensure that the grade levels achieved through Adult Night Class do provide students with this grade level equivalency.

**Instructors**

10. Beginning in 1988-89 all new Adult Night Class instructors who are being hired should have a valid Prince Edward Island teachers certificate or at least five years previous teaching experience.

The quality of instruction is very important in the education system. Although the majority of students (98.6) were pleased with their teachers, 5 respondents (students) said they had a poor teacher.

Sixty-four percent of the instructors had at least a Bachelor's Degree, as well 39 of the 45 instructors (87%) indicated they have a valid Department of Education Teacher's Certificate.

11. Beginning in 1988-89 annual meetings should be held for all Adult Night Class instructors. These meetings should be held no later than two months after the beginning of classes. The purpose of the annual meeting is to discuss any problems instructors may be encountering and to exchange ideas concerning teaching techniques.

Twenty-four of the 46 instructors said they had difficulty obtaining the learning resources. Of the 27 instructors who teach different grade levels in the same classroom, 15 instructors stated they had difficulties teaching combined classes. In the "any other comment" section of the Instructors Interview Schedule, some instructors indicated they would like to see meetings or workshops for Adult Night Class instructors.

#### Program Co-Ordination

12. Beginning in the 1988-89 fiscal year (as soon as feasible) a committee consisting of Holland College Adult Night Class Administrators and Department of Industry Adult Night Class Program Managers should be formed. This Committee should meet on an annual basis or more frequently depending on the need. The role of the Committee will be:
  1. To develop an action plan for the implementation of these recommendations
  2. To oversee the implementation of these recommendations to ensure they are effectively implemented.
  3. To determine the appropriate standardized achievement test to be administered in the Adult Night Class Program referred to in Recommendation 7.
  4. To discuss the ongoing administration of the Adult Night Class Program.

APPENDIX A





APPENDIX A

**ADULT NIGHT CLASS PROGRAM STUDENT QUESTIONNAIRE**

**Summer 1987**

All responses will  
be kept strictly  
confidential. At no  
time will your name  
be revealed.

If necessary, please correct your name and address in the space below:

\_\_\_\_\_

\_\_\_\_\_

OFFICE CODING  
ONLY

ID  01

ADD  02

**BACKGROUND INFORMATION**

1. Sex ☐ Male ☐ Female 03

2. Year of BIRTH 19\_\_\_\_ 04

3. Please check the box which indicates the highest level of education you completed **before** you took the Adult Night Class Program.

- |                                  |                                  |                                   |
|----------------------------------|----------------------------------|-----------------------------------|
| <input type="checkbox"/> Grade 1 | <input type="checkbox"/> Grade 5 | <input type="checkbox"/> Grade 9  |
| <input type="checkbox"/> Grade 2 | <input type="checkbox"/> Grade 6 | <input type="checkbox"/> Grade 10 |
| <input type="checkbox"/> Grade 3 | <input type="checkbox"/> Grade 7 | <input type="checkbox"/> Grade 11 |
| <input type="checkbox"/> Grade 4 | <input type="checkbox"/> Grade 8 |                                   |

05

4. What year(s) did you attend the Adult Night Class Program? (You may check more than one)

- |                                                    |                                                    |
|----------------------------------------------------|----------------------------------------------------|
| <input type="checkbox"/> prior to 1980             | <input type="checkbox"/> October 1983 - March 1984 |
| <input type="checkbox"/> October 1980 - March 1981 | <input type="checkbox"/> October 1984 - March 1985 |
| <input type="checkbox"/> October 1981 - March 1982 | <input type="checkbox"/> October 1985 - March 1986 |
| <input type="checkbox"/> October 1982 - March 1983 | <input type="checkbox"/> October 1986 - March 1987 |

YA  06

5A The last year you were in the Adult Night Class Program, did you finish the year?

- ☐ Yes ► Go to **QUESTION 6** ☐ No

07

5B How long were you in the Adult Night Class Program before you left?

- |                                              |                                                 |
|----------------------------------------------|-------------------------------------------------|
| <input type="checkbox"/> Less than one month | <input type="checkbox"/> Three months           |
| <input type="checkbox"/> One month           | <input type="checkbox"/> More than three months |
| <input type="checkbox"/> Two months          |                                                 |

08

5C Why did you leave the Adult Night Class Program? (Please check one only)

- |                                                     |                                                           |
|-----------------------------------------------------|-----------------------------------------------------------|
| <input type="checkbox"/> Personal reasons           | <input type="checkbox"/> Did not find the Program helpful |
| <input type="checkbox"/> Illness                    | <input type="checkbox"/> Other commitments                |
| <input type="checkbox"/> Found the Program too hard | <input type="checkbox"/> Other, please specify:           |

09

If you attended 2 months or less during your last year of the Adult Night Class Program, please go to QUESTION 24, otherwise go to QUESTION 6.

#### ADVERTISING OF PROGRAM

6. How did you learn about the Adult Night Class Program? (Please check one only)

- |                                     |                                                   |
|-------------------------------------|---------------------------------------------------|
| <input type="checkbox"/> Newspaper  | <input type="checkbox"/> Friend/relative          |
| <input type="checkbox"/> Radio      | <input type="checkbox"/> Canada Employment Centre |
| <input type="checkbox"/> Television | <input type="checkbox"/> Other, please specify:   |
- 

10

#### PRE-TESTING

7A What grade level did you enter when you started the Adult Night Class Program?

- |                                    |                                   |                                   |
|------------------------------------|-----------------------------------|-----------------------------------|
| <input type="checkbox"/> Grade 1-6 | <input type="checkbox"/> Grade 9  | <input type="checkbox"/> Grade 12 |
| <input type="checkbox"/> Grade 7   | <input type="checkbox"/> Grade 10 | <input type="checkbox"/> Not sure |
| <input type="checkbox"/> Grade 8   | <input type="checkbox"/> Grade 11 |                                   |

11

7B In your opinion, is this the grade level where you should have been placed?

- ☐ Yes ► Go to QUESTION 8A      ☐ No

12

7C In your opinion, at what grade level should you have started? (Please check one only)

- |                                    |                                   |                                   |
|------------------------------------|-----------------------------------|-----------------------------------|
| <input type="checkbox"/> Grade 1-6 | <input type="checkbox"/> Grade 9  | <input type="checkbox"/> Grade 12 |
| <input type="checkbox"/> Grade 7   | <input type="checkbox"/> Grade 10 | <input type="checkbox"/> Not sure |
| <input type="checkbox"/> Grade 8   | <input type="checkbox"/> Grade 11 |                                   |

13

#### GRADE LEVEL COMPLETED

8A What is the highest grade level you have completed to date in the Adult Night Class Program?

- |                                    |                                   |                                   |
|------------------------------------|-----------------------------------|-----------------------------------|
| <input type="checkbox"/> Grade 1-6 | <input type="checkbox"/> Grade 9  | <input type="checkbox"/> Grade 11 |
| <input type="checkbox"/> Grade 7   | <input type="checkbox"/> Grade 10 | <input type="checkbox"/> Grade 12 |
| <input type="checkbox"/> Grade 8   |                                   |                                   |

14

8B Did you write the Department of Education's General Educational Development Exams (GED's) after completing the Adult Night Class Program?

- ☐ Yes      ☐ No ► Go to QUESTION 8D

15

8C What grade level did you obtain after writing the General Educational Development Exams (GED's)?

- |                                   |                                   |
|-----------------------------------|-----------------------------------|
| <input type="checkbox"/> Grade 9  | <input type="checkbox"/> Grade 11 |
| <input type="checkbox"/> Grade 10 | <input type="checkbox"/> Grade 12 |

Go to QUESTION 8E

16

8D Why did you choose not to write the General Educational Development Exams (GED's)? (Please check one only)

- |                                                                 |                                                           |
|-----------------------------------------------------------------|-----------------------------------------------------------|
| <input type="checkbox"/> Did not know about the exams           | <input type="checkbox"/> Plan to write them in the future |
| <input type="checkbox"/> Did not believe they would help me     | <input type="checkbox"/> Other, please specify:           |
| <input type="checkbox"/> Did not feel I was ready to write them |                                                           |
- 

17

8E Did your instructor encourage you to write the General Educational Development Exams (GED's)?

- ☐ Yes      ☐ No

18

## PROGRAM INFORMATION

9. Please check the box which indicates your present status

- |                                                     |                                                       |
|-----------------------------------------------------|-------------------------------------------------------|
| <input type="checkbox"/> Employed with someone else | <input type="checkbox"/> Unemployed                   |
| <input type="checkbox"/> Self-employed              | <input type="checkbox"/> Other, please specify: _____ |

19

10A Has the Adult Night Class Program been helpful to you?

- ☐ Yes ☐ No ► Go to QUESTION 11

20

10B How has the Adult Night Class Program helped you? (Please check one only)

- |                                                                  |                                                       |
|------------------------------------------------------------------|-------------------------------------------------------|
| <input type="checkbox"/> Gave me more confidence                 | <input type="checkbox"/> Helped me to do a better job |
| <input type="checkbox"/> Helped me to move to a higher position  | <input type="checkbox"/> Other, please specify: _____ |
| <input type="checkbox"/> Helped me to find a better job          |                                                       |
| <input type="checkbox"/> Helped me to obtain higher wages/salary |                                                       |

Go to QUESTION 12

21

11. Why was the Adult Night Class Program not helpful to you? (Please check one only)

- |                                                                     |                                                              |
|---------------------------------------------------------------------|--------------------------------------------------------------|
| <input type="checkbox"/> Did not help me find a job                 | <input type="checkbox"/> Did not help me obtain a better job |
| <input type="checkbox"/> Did not help me move to a higher position  | <input type="checkbox"/> Other, please specify: _____        |
| <input type="checkbox"/> Did not help me obtain higher wages/salary |                                                              |

22

12. Why did you take the Adult Night Class Program? (Please check one only)

- |                                                                       |                                                         |
|-----------------------------------------------------------------------|---------------------------------------------------------|
| <input type="checkbox"/> To upgrade my present level of education     | <input type="checkbox"/> To help me obtain a better job |
| <input type="checkbox"/> To help prepare me to write my GED Exams     | <input type="checkbox"/> To help me find a job          |
| <input type="checkbox"/> To prepare me for further education/training | <input type="checkbox"/> Other, please specify: _____   |
| <input type="checkbox"/> To help me in my present job                 |                                                         |

23

## EVALUATION OF COURSE LOCATION AND TIME

13A At what location did you take your last Adult Night Class Course?

- |                                                             |                                                              |
|-------------------------------------------------------------|--------------------------------------------------------------|
| <input type="checkbox"/> Birchwood Junior High School       | <input type="checkbox"/> Morell Consolidated School          |
| <input type="checkbox"/> Ellerslie Consolidated School      | <input type="checkbox"/> O'Leary Elementary School           |
| <input type="checkbox"/> Evangeline High School             | <input type="checkbox"/> Sleepy Hollow Correctional Centre   |
| <input type="checkbox"/> Holland College Royalty Centre     | <input type="checkbox"/> Souris (MacPhee Building)           |
| <input type="checkbox"/> Holland College Summerside         | <input type="checkbox"/> Southern Kings School, Murray River |
| <input type="checkbox"/> Holland College West Prince Centre | <input type="checkbox"/> Tignish Elementary School           |
| <input type="checkbox"/> Kensington Senior High School      | <input type="checkbox"/> Tracadie Community Centre           |
| <input type="checkbox"/> Montague                           | <input type="checkbox"/> Vernon River (home of Enid Ross)    |

24

13B Was this location a suitable distance from your home?

- ☐ Yes ☐ No

25

14A Was the classroom satisfactory?

- ☐ Yes ► Go to QUESTION 15A ☐ No

26

14B Why was the classroom not satisfactory? (Please check one only)

- |                                                        |                                                       |
|--------------------------------------------------------|-------------------------------------------------------|
| <input type="checkbox"/> Classroom was too small       | <input type="checkbox"/> Lighting was poor            |
| <input type="checkbox"/> Classroom was cold            | <input type="checkbox"/> Other, please specify: _____ |
| <input type="checkbox"/> Not enough seats for everyone |                                                       |
| <input type="checkbox"/> Desks/seats were too small    |                                                       |

27

15A How many nights per week should the Adult Night Class be offered? (Please check one only)

- ☐ 1 night                      ☐ 3 nights                      ☐ 5 or more nights  
☐ 2 nights                      ☐ 4 nights

28

15B What is the best time of year to offer the Adult Night Class Program? (Please check one only)

- ☐ September - March                      ☐ October - April                      ☐ November - May  
☐ September - April                      ☐ October - May                      ☐ November - June  
☐ September - May                      ☐ October - June                      ☐ Other, please specify: \_\_\_\_\_  
☐ September - June                      ☐ November - March  
☐ October - March                      ☐ November - April

29

15C If Adult Night Classes were offered from September to June, would you attend?

- ☐ Yes ► Go to QUESTION 16                      ☐ No

30

15D Please indicate the reason why you would not attend the Adult Night Class if it was offered from September to June. (Please check one only)

- ☐ Course would be too long  
☐ I return to work in the spring  
☐ I am too busy with my job in the spring  
☐ I am too busy with my job in September and October  
☐ Other, please specify: \_\_\_\_\_

31

16. What is the best time of evening to attend the Adult Night Classes? (Please check one only)

- ☐ 5:30 - 8:30                      ☐ 7:00 - 10:00  
☐ 6:00 - 9:00                      ☐ 7:30 - 10:30  
☐ 6:30 - 9:30                      ☐ Other, please specify: \_\_\_\_\_

32

#### EVALUATION OF PROGRAM CONTENT

Please answer Questions 17A - 22B based on the last year you were in the Adult Night Class Program.

17A In general, was the content of the text books adequate?

- ☐ Yes ► Go to QUESTION 17C                      ☐ No

33

17B For which subjects were the text books not adequate?

- ☐ English                      ☐ Science                      ☐ Social Studies  
☐ Math                      ☐ Biology                      ☐ Other, please specify: \_\_\_\_\_  
☐ Algebra                      ☐ Physics  
☐ Geometry                      ☐ Chemistry

SBNA ☐ ☐ 34

17C In general, was the content of the hand-outs adequate?

- ☐ Yes ► Go to QUESTION 17E                      ☐ No                      ☐ Did not use ► Go to QUESTION 17E

35

17D For which subjects were the hand-outs not adequate?

- ☐ English                      ☐ Science                      ☐ Social Studies  
☐ Math                      ☐ Biology                      ☐ Other, please specify: \_\_\_\_\_  
☐ Algebra                      ☐ Physics  
☐ Geometry                      ☐ Chemistry

SHNA ☐ ☐ 36

17E In general, was the content of the workbooks adequate?

- ☐ Yes ► Go to QUESTION 18A                      ☐ No                      ☐ Did not use ► Go to QUESTION 18A

37

17F For which subjects were the workbooks not adequate?

- ☐ English  
☐ Math  
☐ Algebra  
☐ Geometry

- ☐ Science  
☐ Biology  
☐ Physics  
☐ Chemistry

- ☐ Social Studies  
☐ Other, please specify:  
\_\_\_\_\_

SWNA ☐ ☐ 38

18A Were the number of textbooks in the course adequate?

- ☐ Yes ► Go to QUESTION 18C ☐ No

39

18B In which subjects were more textbooks needed?

- ☐ English  
☐ Math  
☐ Algebra  
☐ Geometry

- ☐ Science  
☐ Biology  
☐ Physics  
☐ Chemistry

- ☐ Social Studies  
☐ Other, please specify:  
\_\_\_\_\_

MTB ☐ ☐ 40

18C Were the number of handouts in the course adequate?

- ☐ Yes ► Go to QUESTION 18E ☐ No ☐ Did not use ► Go to QUESTION 18E

41

18D In which subjects were more handouts needed?

- ☐ English  
☐ Math  
☐ Algebra  
☐ Geometry

- ☐ Science  
☐ Biology  
☐ Physics  
☐ Chemistry

- ☐ Social Studies  
☐ Other, please specify:  
\_\_\_\_\_

MHO ☐ ☐ 42

18E Were the number of workbooks in the course adequate?

- ☐ Yes ► Go to QUESTION 19A ☐ No ☐ Did not use ► Go to QUESTION 19A

43

18F In which subjects were more workbooks needed?

- ☐ English  
☐ Math  
☐ Algebra  
☐ Geometry

- ☐ Science  
☐ Biology  
☐ Physics  
☐ Chemistry

- ☐ Social Studies  
☐ Other, please specify:  
\_\_\_\_\_

MWB ☐ ☐ 44

19A In addition to the subjects you took in the Adult Night Class, would you like to see other subjects offered?

- ☐ Yes ☐ No ► Go to QUESTION 20A

45

19B What other subjects would you like to see offered?

- ☐ English  
☐ Algebra  
☐ Geometry  
☐ Biology

- ☐ Physics  
☐ Chemistry  
☐ History  
☐ Geography

- ☐ Nutrition  
☐ Health  
☐ Other, please specify:  
\_\_\_\_\_

OSUB ☐ ☐ 46

20A Overall, what did you think of the Adult Night Class Program? (Please check one only)

- ☐ Learned a great deal  
☐ Learned some  
☐ Learned a little
- ☐ Waste of time  
☐ Don't know

47



20B In your opinion, what improvements, if any, can we make to the Adult Night Class Program ?

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ONLY

QUALP 1 

|  |  |
|--|--|
|  |  |
|  |  |

 48  
QUALP 2 

|  |  |
|--|--|
|  |  |
|  |  |

 49

21A Was the teacher(s)

- ☐ Very good ► Go to QUESTION 22A  
☐ Good ► Go to QUESTION 22A  
☐ Poor

50

21B How could the quality of the instruction be improved?

QUALI 1 

|  |  |
|--|--|
|  |  |
|  |  |

 51  
QUALI 2 

|  |  |
|--|--|
|  |  |
|  |  |

 52

22A Was the Adult Night Class Program what you thought it would be?

- ☐ Yes ► Go to QUESTION 23A ☐ No

53

22B In what way(s) was the course not what you thought it would be?

CNWE 1 

|  |  |
|--|--|
|  |  |
|  |  |

 54  
CNWE 2 

|  |  |
|--|--|
|  |  |
|  |  |

 55

#### FUTURE ATTENDANCE

23A Do you plan to attend the Adult Night Class Program in the fall of 1987?

- ☐ Yes ► Go to QUESTION 24 ☐ No

56

23B If you do not plan to attend an Adult Night Class in the fall of 1987, give reason.  
(Please check one only)

- ☐ Have obtained highest level available ☐ Personal reasons  
☐ Did not find the course helpful ☐ Other, please specify:  
☐ Found the course too hard  
☐ Other commitments

57

#### OTHER COMMENTS

24. Please use the space below to write any additional comments you may have.

COM 1 

|  |  |
|--|--|
|  |  |
|  |  |

 58  
COM 2 

|  |  |
|--|--|
|  |  |
|  |  |

 59

THANK YOU FOR YOUR COOPERATION AND ASSISTANCE!

PRINCE EDWARD ISLAND DEPARTMENT OF INDUSTRY

ADULT NIGHT CLASS PROGRAM EVALUATION

INSTRUCTORS INTERVIEW SCHEDULE

SUMMER, 1987

To be completed prior to interview by interviewer:

Interviewer \_\_\_\_\_

Date of Interview \_\_\_\_\_

Instructor being interviewed \_\_\_\_\_

Address of Instructor \_\_\_\_\_

Location where instructor teaches Adult Night Classes \_\_\_\_\_

\_\_\_\_\_

This summer the Prince Edward Island Department of Industry is conducting an evaluation of the Adult Night Class Program. As part of this evaluation, all Adult Night Class Instructors will be interviewed. The purpose of this survey is to determine how the Adult Night Class Program could be improved both in its effectiveness and efficiency. The results of this survey will be used to develop recommendations. This interview will take approximately 30 minutes.

Interviewer comments: \_\_\_\_\_

\_\_\_\_\_

BACKGROUND INFORMATION ON INSTRUCTOR

1 Sex ☐ 1 Male ☐ 2 Female 01

2(a) How many years have you been teaching in the Adult Night Class Program? \_\_\_\_\_ 02

2(b) What year did you last teach an Adult Night Class? \_\_\_\_\_ 03

3(a) Other than teaching in the Adult Night Class Program, are you employed elsewhere? ☐ 1 Yes ☐ 2 No 04  
Go to Question 4(a)

3(b) With whom are you employed? \_\_\_\_\_

3(c) What type of work do you do? \_\_\_\_\_

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only

SIC ☐☐☐ 05

SOC ☐☐☐ 06

4(a) What degrees, certificates or diplomas have you obtained?

- ☐ 1 None Go to Question 5(a)
- ☐ 2 Secondary High School Graduation Certificate Go to Question 5(a)
- ☐ 3 Trades Certificate or Diploma Go to Question 5(a)
- ☐ 4 Other Non-university Certificate or Diploma Go to Question 5(a)
- ☐ 5 University Certificate or Diploma Below Bachelor Level Go to Question 5(a)
- ☐ 6 Bachelor's Degree
- ☐ 7 Master's Degree 07

4(b) What area did you major in? \_\_\_\_\_

\_\_\_\_\_

MAJ1 ☐ ☐ 08

MAJ2 ☐ ☐ 09

5(a) Do you hold a valid Department of Education Teachers certificate? ☐ 1 Yes ☐ 2 No - Go to Question 5(c) 10

5(b) What level is your certificate?

- ☐ 1 Level 2 ☐ 4 Level 5
- ☐ 2 Level 3 ☐ 5 Level 5(a)
- ☐ 3 Level 4 ☐ 6 Level 6 11

5(c) Within which of the following age categories do you belong?

- ☐ 1 15-24 ☐ 5 55-64
- ☐ 2 25-34 ☐ 6 65-74
- ☐ 3 35-44 ☐ 7 75+
- ☐ 4 45-54 12

6(a) Should there be a minimum grade level for a student entering the Adult Night Class Program? ☐ 1 Yes ☐ 2 No 13  
Go to Question 7(a)

6(b) What should the minimum grade level be? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

SME ☐ ☐ 14

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7(a) Upon entering the Adult Night Class Program some students complete a Test of Adult Basic Education (TABE). In your opinion, does this test provide sufficient information about the students present skill level?

☐ 1 Yes ☐ 2 No ☐ 3 Don't know 15

7(b) Should the TABE test continue to be administered?

☐ 1 Yes ☐ 2 No ☐ 3 Don't know 16  
Go to Question 8(a) Go to Question 8(a)

7(c) Why not? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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WNNT1 ☐ ☐ 17

WNNT2 ☐ ☐ 18

COURSE CURRICULUM

8(a) The Adult Night Class Program curriculum is not standard throughout the Province. In your opinion should the curriculum for the Adult Night Class Program be standardized throughout the Province?

☐ 1 Yes - Go to Question 8(c) ☐ 2 No 19

8(b) Why not? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

WNSC1 ☐ ☐ 20

WNSC2 ☐ ☐ 21

8(c) Is the present curriculum as current as it should be?

☐ 1 Yes - Go to Question 9 ☐ 2 No 22

8(d) What difficulties if any, do you have with the present curriculum? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

CDIF1 ☐ ☐ 23

CDIF2 ☐ ☐ 24

9 What Grade levels do you teach?

|                                         |                        |                                     |                        |
|-----------------------------------------|------------------------|-------------------------------------|------------------------|
| <input type="checkbox"/> 1 Grades 1-6 - | (Go to Question) 10(a) | <input type="checkbox"/> 5 Grade 10 | (Go to Question) 14(a) |
| <input type="checkbox"/> 2 Grade 7      | 11(a)                  | <input type="checkbox"/> 6 Grade 11 | 15(a)                  |
| <input type="checkbox"/> 3 Grade 8      | 12(a)                  | <input type="checkbox"/> 7 Grade 12 | 16(a)                  |
| <input type="checkbox"/> 4 Grade 9      | 13(a)                  |                                     |                        |

GLEV ☐ ☐ 25

10(a) Which of the following subjects do you teach in your Grade 1 through 6 class?

☐ 1 English

☐ 4 Social Studies

☐ 2 Math

☐ 5 Other, Please Specify \_\_\_\_\_

☐ 3 Science

10(b) What percentage of time do you spend teaching each subject?

English \_\_\_\_\_ % 27

Social Studies \_\_\_\_\_ % 30

Math \_\_\_\_\_ % 28

Other \_\_\_\_\_ % 31

Science \_\_\_\_\_ % 29

11(a) Which of the following subjects do you teach in your Grade 7 class?

☐ 1 English

☐ 4 Social Studies

☐ 2 Math

☐ 5 Other, Please Specify \_\_\_\_\_

☐ 3 Science

11(b) What percentage of time do you spend teaching each subject?

English \_\_\_\_\_ % 33

Social Studies \_\_\_\_\_ % 36

Math \_\_\_\_\_ % 34

Other \_\_\_\_\_ % 37

Science \_\_\_\_\_ % 35

12(a) Which of the following subjects do you teach in your Grade 8 class?

☐ 1 English

☐ 4 Social Studies

☐ 2 Math

☐ 5 Other, Please Specify \_\_\_\_\_

☐ 3 Science

12(b) What percentage of time do you spend teaching each subject?

English \_\_\_\_\_ % 39

Social Studies \_\_\_\_\_ % 42

Math \_\_\_\_\_ % 40

Other \_\_\_\_\_ % 43

Science \_\_\_\_\_ % 41

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GR1-6 ☐ ☐ 26

GR 7 ☐ ☐ 32

GR 8 ☐ ☐ 38

13(a) Which of the following subjects do you teach in your Grade 9 class?

- |                                                                                                             |                                                                                                     |
|-------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> 1 English<br><input type="checkbox"/> 2 Math<br><input type="checkbox"/> 3 Science | <input type="checkbox"/> 4 Social Studies<br><input type="checkbox"/> 5 Other, Please Specify _____ |
|-------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|

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only

GR 9 ☐ ☐ 44

13(b) What percentage of time do you spend teaching each subject?

|                    |                           |
|--------------------|---------------------------|
| English _____ % 45 | Social Studies _____ % 48 |
| Math _____ % 46    | Other _____ % 49          |
| Science _____ % 47 |                           |

14(a) Which of the following subjects do you teach in your Grade 10 class?

- |                                                                                                                                                       |                                                                                                                                                                                   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> 1 English<br><input type="checkbox"/> 2 Algebra<br><input type="checkbox"/> 3 Geometry<br><input type="checkbox"/> 4 Biology | <input type="checkbox"/> 5 Physics<br><input type="checkbox"/> 6 Chemistry<br><input type="checkbox"/> 7 Social Studies<br><input type="checkbox"/> 8 Other, Please Specify _____ |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

GR 10 ☐ ☐ 50

14(b) What percentage of time do you spend teaching each subject?

|                     |                           |
|---------------------|---------------------------|
| English _____ % 51  | Physics _____ % 55        |
| Algebra _____ % 52  | Chemistry _____ % 56      |
| Geometry _____ % 53 | Social Studies _____ % 57 |
| Biology _____ % 54  | Other _____ % 58          |

15(a) Which of the following subjects do you teach in your Grade 11 class?

- |                                                                                                                                                       |                                                                                                                                                                                   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> 1 English<br><input type="checkbox"/> 2 Algebra<br><input type="checkbox"/> 3 Geometry<br><input type="checkbox"/> 4 Biology | <input type="checkbox"/> 5 Physics<br><input type="checkbox"/> 6 Chemistry<br><input type="checkbox"/> 7 Social Studies<br><input type="checkbox"/> 8 Other, Please Specify _____ |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

GR 11 ☐ ☐ 59



15(b) What percentage of time do you spend teaching each subject?

English ☐ 60  
Algebra ☐ 61  
Geometry ☐ 62  
Biology ☐ 63

Physics ☐ 64  
Chemistry ☐ 65  
Social Studies ☐ 66  
Other ☐ 67

16(a) Which of the following subjects do you teach in your Grade 12 class?

☐ 1 English

☐ 5 Physics

☐ 2 Algebra

☐ 6 Chemistry

☐ 3 Geometry

☐ 7 Social Studies

☐ 4 Biology

☐ 8 Other, Please Specify \_\_\_\_\_

Office Coding  
only

GR 12 ☐ ☐ 68

16(b) What percentage of time do you spend teaching each subject?

English ☐ 69  
Algebra ☐ 70  
Geometry ☐ 71  
Biology ☐ 72

Physics ☐ 73  
Chemistry ☐ 74  
Social Studies ☐ 75  
Other ☐ 76

16(c) Who decides what subjects you teach in the Adult Night Class?

☐ 1 Instructor ☐ 2 Supervisor - Go to Question 17(b) 77

17(a) How do you determine what subjects will be taught for each grade? \_\_\_\_\_

SUBT1 ☐ ☐ 78

SUBT2 ☐ ☐ 79

17(b) In your opinion, are there other subjects not being taught which should be offered to students in your course?

☐ 1 Yes ☐ 2 No - Go to Question 18(a) 80

17(c) What other subjects should be taught?

☐ 1 English ☐ 4 Biology ☐ 7 History ☐ 10 Health  
☐ 2 Algebra ☐ 5 Physics ☐ 8 Geography ☐ 11 Other, Please Specify  
☐ 3 Geometry ☐ 6 Chemistry ☐ 9 Nutrition \_\_\_\_\_

OSUB ☐ ☐ 81

**ADULT NIGHT CLASS EQUIVALENCY**

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18(a) Is completion of Grade 12 through the Adult Night Class Program equivalent to Grade 12 acquired through PVT(BTSD)?

☐ <sub>1</sub> Yes                      ☐ <sub>2</sub> No                      ☐ <sub>3</sub> Don't Know                      82

18(b) Should it be equivalent to P.V.T.?

☐ <sub>1</sub> Yes                      ☐ <sub>2</sub> No                      ☐ <sub>3</sub> Don't Know                      83  
Go to 18(c) only                      Go to Question 18(d)                      Go to Question 18(d)  
if 18(a) is no

18(c) What changes, if any, are required in the Adult Night Class Program to provide this equivalency? \_\_\_\_\_

CBTSEQ1 ☐ ☐ 84

CBTSEQ2 ☐ ☐ 85

18(d) Is completion of Grade 12 through the Adult Night Class Program equivalent to Grade 12 General acquired through the school system?

☐ <sub>1</sub> Yes                      ☐ <sub>2</sub> No                      ☐ <sub>3</sub> Don't Know                      86

18(e) Should it be equivalent to Grade 12 General?

☐ <sub>1</sub> Yes                      ☐ <sub>2</sub> No                      ☐ <sub>3</sub> Don't Know                      87  
Go to 18(f) only if                      Go to Question 18(g)                      Go to Question 18(g)  
18(d) is no

18(f) What changes, if any, are required in the Adult Night Class Program to provide this equivalency? \_\_\_\_\_

CGEEQ1 ☐ ☐ 88

CGEEQ2 ☐ ☐ 89

18(g) Is completion of Grade 12 through the Adult Night Class Program equivalent to Grade 12 Academic acquired through the school system?

☐ <sub>1</sub> Yes                      ☐ <sub>2</sub> No                      ☐ <sub>3</sub> Don't Know                      90

18(h) Should it be equivalent to Grade 12 Academic?

☐ <sub>1</sub> Yes                      ☐ <sub>2</sub> No                      ☐ <sub>3</sub> Don't Know                      91  
Go to 18(i) only                      Go to Question 19(a)                      Go to Question 19(a)  
if 18(g) is no

18(i) What changes, if any, are required in the Adult Night Class Program to provide this equivalency? \_\_\_\_\_

CACEQ1 ☐ ☐ 92

CACEQ2 ☐ ☐ 93

**TIMING OF THE COURSE**

Office Coding  
only

19(a) In your opinion how many nights per week should Adult Night Classes be offered?

- |                                         |                                                |
|-----------------------------------------|------------------------------------------------|
| <input type="checkbox"/> 1 One Night    | <input type="checkbox"/> 4 Four Nights         |
| <input type="checkbox"/> 2 Two Nights   | <input type="checkbox"/> 5 Five or More Nights |
| <input type="checkbox"/> 3 Three Nights |                                                |

94

19(b) What time of year should the Adult Night Class be offered?

- |                                              |                                                   |
|----------------------------------------------|---------------------------------------------------|
| <input type="checkbox"/> 1 September - March | <input type="checkbox"/> 8 October - June         |
| <input type="checkbox"/> 2 September - April | <input type="checkbox"/> 9 November - March       |
| <input type="checkbox"/> 3 September - May   | <input type="checkbox"/> 10 November - April      |
| <input type="checkbox"/> 4 September - June  | <input type="checkbox"/> 11 November - May        |
| <input type="checkbox"/> 5 October - March   | <input type="checkbox"/> 12 November - June       |
| <input type="checkbox"/> 6 October - April   | <input type="checkbox"/> 13 Other, Please Specify |
| <input type="checkbox"/> 7 October - May     |                                                   |

95

19(c) What is the best time of evening to offer Adult Night Classes?

- |                                        |                                                  |
|----------------------------------------|--------------------------------------------------|
| <input type="checkbox"/> 1 5:30 - 8:30 | <input type="checkbox"/> 4 7:00 - 10:00          |
| <input type="checkbox"/> 2 6:00 - 9:00 | <input type="checkbox"/> 5 7:30 - 10:30          |
| <input type="checkbox"/> 3 6:30 - 9:30 | <input type="checkbox"/> 6 Other, Please Specify |

96

**ENROLLMENT IN COURSE**

20(a) During 1986/87 how many students were registered in your class(es)?

- |                                              |                                                    |
|----------------------------------------------|----------------------------------------------------|
| <input type="checkbox"/> 1 Grade 1-6 ____ 97 | <input type="checkbox"/> 5 Grade 10 ____ 101       |
| <input type="checkbox"/> 2 Grade 7 ____ 98   | <input type="checkbox"/> 6 Grade 11 ____ 102       |
| <input type="checkbox"/> 3 Grade 8 ____ 99   | <input type="checkbox"/> 7 Grade 12 ____ 103       |
| <input type="checkbox"/> 4 Grade 9 ____ 100  | <input type="checkbox"/> 8 Grade ____ 104 ____ 105 |

Note: Ask this question for the Grade levels responded to in Question 20(a)

Office Coding  
Only

20(b) Was the enrollment in your class(es)

- |                  |                                     |                                       |                                    |     |
|------------------|-------------------------------------|---------------------------------------|------------------------------------|-----|
| Grade 1-6        | <input type="checkbox"/> 1 too high | <input type="checkbox"/> 2 just right | <input type="checkbox"/> 3 too low | 106 |
| Grade 7          | <input type="checkbox"/> 1 too high | <input type="checkbox"/> 2 just right | <input type="checkbox"/> 3 too low | 107 |
| Grade 8          | <input type="checkbox"/> 1 too high | <input type="checkbox"/> 2 just right | <input type="checkbox"/> 3 too low | 108 |
| Grade 9          | <input type="checkbox"/> 1 too high | <input type="checkbox"/> 2 just right | <input type="checkbox"/> 3 too low | 109 |
| Grade 10         | <input type="checkbox"/> 1 too high | <input type="checkbox"/> 2 just right | <input type="checkbox"/> 3 too low | 110 |
| Grade 11         | <input type="checkbox"/> 1 too high | <input type="checkbox"/> 2 just right | <input type="checkbox"/> 3 too low | 111 |
| Grade 12         | <input type="checkbox"/> 1 too high | <input type="checkbox"/> 2 just right | <input type="checkbox"/> 3 too low | 112 |
| Grade <u>125</u> | <input type="checkbox"/> 1 too high | <input type="checkbox"/> 2 just right | <input type="checkbox"/> 3 too low | 113 |

21(a) On average, how many students per year discontinued your Adult Night Class course? \_\_\_\_\_ 114

21(b) On average, how many classes do students attend before they discontinue? \_\_\_\_\_ classes 115

21(c) Why have students discontinued the program?

- |                                                       |                                                             |
|-------------------------------------------------------|-------------------------------------------------------------|
| <input type="checkbox"/> 1 Personal Reasons           | <input type="checkbox"/> 4 Did not find the Program helpful |
| <input type="checkbox"/> 2 Illness                    | <input type="checkbox"/> 5 Other commitments                |
| <input type="checkbox"/> 3 Found the Program too hard | <input type="checkbox"/> 6 Other, Please Specify _____      |

116

21(d) In your opinion, what could be done to reduce the drop-out rate? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

RDR1 ☐ ☐ 117

RDR2 ☐ ☐ 118

EVALUATION OF FACILITIES

22(a) In your opinion was the geographic location of the course suitable to the majority of students?

☐ <sub>1</sub> Yes - Go to Question 23(a) ☐ <sub>2</sub> No 119

22(b) Why Not? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

23(a) Are classroom facilities adequate?

☐ <sub>1</sub> Yes - Go to Question 24(a) ☐ <sub>2</sub> No 122

23(b) What is required to improve classroom facilities? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

EVALUATION OF LEARNING RESOURCES

24(a) What procedure is followed to obtain learning resources?

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

24(b) Do you have any difficulties obtaining required learning resources? ☐ <sub>1</sub> Yes ☐ <sub>2</sub> No - Go to Question 25(a) 126

24(c) What difficulties have you encountered? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

24(d) How can these difficulties be resolved? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

25(a) In general, was the content of text books adequate?

☐ <sub>1</sub> Yes - Go to Question 25(d) ☐ <sub>2</sub> No 131

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LOCNS1 ☐ ☐ 120

LOCNS2 ☐ ☐ 121

IMPCF1 ☐ ☐ 123

IMPCF2 ☐ ☐ 124

OLR ☐ ☐ 125

DIFLR1 ☐ ☐ 127

DIFLR2 ☐ ☐ 128

RDIF1 ☐ ☐ 129

RDIF2 ☐ ☐ 130

25(b) For what subjects were text books not adequate?

- |                                     |                                                   |
|-------------------------------------|---------------------------------------------------|
| <input type="checkbox"/> 1 English  | <input type="checkbox"/> 6 Biology                |
| <input type="checkbox"/> 2 Math     | <input type="checkbox"/> 7 Physics                |
| <input type="checkbox"/> 3 Algebra  | <input type="checkbox"/> 8 Chemistry              |
| <input type="checkbox"/> 4 Geometry | <input type="checkbox"/> 9 Social Studies         |
| <input type="checkbox"/> 5 Science  | <input type="checkbox"/> 10 Other, Please Specify |

25(c) Why were the text books not adequate? \_\_\_\_\_

25(d) In general, was the content of the hand-outs adequate?

- |                                |                               |                                        |     |
|--------------------------------|-------------------------------|----------------------------------------|-----|
| <input type="checkbox"/> 1 Yes | <input type="checkbox"/> 2 No | <input type="checkbox"/> 3 Did not use | 134 |
| Go to Question 25(g)           |                               | Go to Question 25(g)                   |     |

25(e) For what subjects were hand-outs not adequate?

- |                                     |                                                   |
|-------------------------------------|---------------------------------------------------|
| <input type="checkbox"/> 1 English  | <input type="checkbox"/> 6 Biology                |
| <input type="checkbox"/> 2 Math     | <input type="checkbox"/> 7 Physics                |
| <input type="checkbox"/> 3 Algebra  | <input type="checkbox"/> 8 Chemistry              |
| <input type="checkbox"/> 4 Geometry | <input type="checkbox"/> 9 Social Studies         |
| <input type="checkbox"/> 5 Science  | <input type="checkbox"/> 10 Other, Please Specify |

25(f) Why were the hand-outs not adequate? \_\_\_\_\_

25(g) In general, was the content of work books adequate?

- |                                |                               |                                        |     |
|--------------------------------|-------------------------------|----------------------------------------|-----|
| <input type="checkbox"/> 1 Yes | <input type="checkbox"/> 2 No | <input type="checkbox"/> 3 Did not use | 137 |
| Go to Question 26(a)           |                               | Go to Question 26(a)                   |     |

25(h) For what subjects were workbooks not adequate?

- |                                     |                                                   |
|-------------------------------------|---------------------------------------------------|
| <input type="checkbox"/> 1 English  | <input type="checkbox"/> 6 Biology                |
| <input type="checkbox"/> 2 Math     | <input type="checkbox"/> 7 Physics                |
| <input type="checkbox"/> 3 Algebra  | <input type="checkbox"/> 8 Chemistry              |
| <input type="checkbox"/> 4 Geometry | <input type="checkbox"/> 9 Social Studies         |
| <input type="checkbox"/> 5 Science  | <input type="checkbox"/> 10 Other, Please Specify |

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SBNA ☐ ☐ 132

WBNA ☐ ☐ 133

HONA ☐ ☐ 135

WHNA ☐ ☐ 136

SWBNA ☐ ☐ 138



25(i) Why were the workbooks not adequate? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

26(a) Were the number of text books in the course adequate?  
☐ 1 Yes - Go to Question 26(c) ☐ 2 No 140

26(b) In what subjects were more text books required?

- |                                     |                                                         |
|-------------------------------------|---------------------------------------------------------|
| <input type="checkbox"/> 1 English  | <input type="checkbox"/> 6 Biology                      |
| <input type="checkbox"/> 2 Math     | <input type="checkbox"/> 7 Physics                      |
| <input type="checkbox"/> 3 Algebra  | <input type="checkbox"/> 8 Chemistry                    |
| <input type="checkbox"/> 4 Geometry | <input type="checkbox"/> 9 Social Studies               |
| <input type="checkbox"/> 5 Science  | <input type="checkbox"/> 10 Other, Please Specify _____ |

26(c) Were the number of handouts in the course adequate?  
☐ 1 Yes ☐ 2 No ☐ 3 Did not use 142  
 Go to Question 26(e) Go to Question 26(e)

26(d) In which subjects were more handouts required?

- |                                     |                                                         |
|-------------------------------------|---------------------------------------------------------|
| <input type="checkbox"/> 1 English  | <input type="checkbox"/> 6 Biology                      |
| <input type="checkbox"/> 2 Math     | <input type="checkbox"/> 7 Physics                      |
| <input type="checkbox"/> 3 Algebra  | <input type="checkbox"/> 8 Chemistry                    |
| <input type="checkbox"/> 4 Geometry | <input type="checkbox"/> 9 Social Studies               |
| <input type="checkbox"/> 5 Science  | <input type="checkbox"/> 10 Other, Please Specify _____ |

26(e) Were the number of workbooks in the course adequate?  
☐ 1 Yes ☐ 2 No ☐ 3 Did not use 144  
 Go to Question 27(a) Go to Question 27(a)

26(f) In which subjects were more workbooks required?

- |                                     |                                                         |
|-------------------------------------|---------------------------------------------------------|
| <input type="checkbox"/> 1 English  | <input type="checkbox"/> 6 Biology                      |
| <input type="checkbox"/> 2 Math     | <input type="checkbox"/> 7 Physics                      |
| <input type="checkbox"/> 3 Algebra  | <input type="checkbox"/> 8 Chemistry                    |
| <input type="checkbox"/> 4 Geometry | <input type="checkbox"/> 9 Social Studies               |
| <input type="checkbox"/> 5 Science  | <input type="checkbox"/> 10 Other, Please Specify _____ |

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WBNA ☐ ☐ 139

MTB ☐ ☐ 141

MHO ☐ ☐ 143

MWB ☐ ☐ 145

DIFFICULTIES IN TEACHING COMBINED CLASSES

27(a) What difficulties, if any do you encounter in teaching different grade levels in the same classroom? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

27(b) How could these difficulties be solved? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

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DIFGL1 ☐ ☐ 146

DIFGL2 ☐ ☐ 147

SGLDIF1 ☐ ☐ 148

SGLDIF2 ☐ ☐ 149

GENERAL EDUCATIONAL DEVELOPMENT EXAMS

28(a) On average, how many students per year from your class take the General Educational Development Exams (GED's)? \_\_\_\_\_  
 150

28(b) Do you encourage any of your students to take the GED exams?  
☐ 1 Yes ☐ 2 No - Go to Question 29(a) 151

28(c) At what Grade level do you encourage students to write the GED exams?  
☐ 1 Grades 9 ☐ 4 Grade 12  
☐ 2 Grade 10 ☐ 5 All Grades  
☐ 3 Grade 11 152

EVALUATION OF THE STUDENT

29(a) Is there an evaluation form completed on each student when they finish the year?  
☐ 1 Yes ☐ 2 No - Go to Question 30(a) 153

29(b) Are the evaluations sent to the administrators?  
☐ 1 Yes ☐ 2 No - Go to Question 29(d) 154

29(c) How do the administrators use this information? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

29(d) Do you use the information from the evaluation forms?  
☐ 1 Yes ☐ 2 No - Go to Question 30(a) 157

ADMUE1 ☐ ☐ 155

ADMUE2 ☐ ☐ 156

29(e) How do you use this information? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

INSUE1 ☐ ☐ 158

INSUE2 ☐ ☐ 159

30(a) Is there an evaluation form completed by each student when  
they finish the year?  
☐ <sub>1</sub> Yes ☐ <sub>2</sub> No - Go to Question 31 160

30(b) How is this information utilized? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

UEBS1 ☐ ☐ 161

UEBS2 ☐ ☐ 162

ANY OTHER COMMENTS

31 Do you have any other comments you would like to make concern-  
ing the Adult Night Class Program? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

COM ☐ ☐ 163

Thank you for your co-operation and assistance!!!!

ID ☐ ☐ 164

ADULT NIGHT CLASS PROGRAM  
ADMINISTRATORS/SUPERVISORS  
INTERVIEW SCHEDULE  
SUMMER 1987

To be completed prior to interview by interviewer

Interviewer: \_\_\_\_\_

Date of Interview: \_\_\_\_\_

Administrator/Supervisor: \_\_\_\_\_

Address of Administrators office: \_\_\_\_\_

Areas in Prince Edward Island he/she (administrator)  
is responsible for administering the Adult Night  
Class Program: \_\_\_\_\_

This summer the Prince Edward Island Department of Industry is conducting an evaluation of the Adult Night Class Program. As part of this evaluation, all Adult Night Class Administrators/Supervisors will be interviewed. The purpose of this survey is to determine how the Adult Night Class Program could be improved both in its effectiveness and efficiency. The results of this survey will be used to develop recommendations. This interview will take approximately 30 minutes.

Interviewer comments: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

BACKGROUND INFORMATION ON ADMINISTRATOR

1. How many years have you been an administrator/supervisor in the Adult Night Class Program? \_\_\_\_\_ 01
2. Approximately how many hours per week do you spend administering/supervising the Adult Night Class Program? \_\_\_\_\_ 02
3. What is your role as an administrator/supervisor in the Adult Night Class Program? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. How often do you meet with the instructors in the Adult Night Class Program?  
☐ 1 Often    ☐ 2 Sometimes    ☐ 3 Seldom    ☐ 4 Never    05
5. How many instructors do you supervise? \_\_\_\_\_ 06

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ROLE1 ☐ ☐ 03

ROLE2 ☐ ☐ 04

**PROGRAM OBJECTIVE:**

6(a) The objective for the Adult Night Class Program is "To increase the academic attainment level of all adult residents in Prince Edward Island who currently possess less than a Grade XII equivalency." In your opinion is this objective presently being met?

☐ 1 Yes (Go to Question 7)

☐ 2 No

07

6(b) If no, what changes are necessary to meet this objective? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

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CHANGE1 ☐ ☐ 08

CHANGE2 ☐ ☐ 09

**FINANCIAL REQUIREMENTS**

7. Ask the Principal of Vocational Division only: How is the budget of Adult Night Class allocated between the East and West Programs? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

EWB ☐ ☐ 10

The following budgetary questions pertain to the East/West Adult Night Class Program

8(a) Who decides the amount of money that will be allocated to each item in the budget for the East/West Program? \_\_\_\_\_

BPER ☐ 11

If it is the person you are speaking to who decides the budget allocation, then ask him/her question 8(b), otherwise, go to question 9(a).

8(b) How do you allocate the budget to each budget item (for example, salaries, textbooks, travel, advertising, etc.) \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

BUDALL1 ☐ ☐ 12

BUDALL2 ☐ ☐ 13

9(a) Is your present annual budget for salaries and employee benefits sufficient?

☐ 1 Yes - Go to Question 10(a)

☐ 2 No

14

9(b) How much should your annual budget be for salaries and employee benefits? \$ \_\_\_\_\_

15

10(a) Is your present annual budget for student texts sufficient?

☐ 1 Yes - Go to Question 11(a)

☐ 2 No

16

10(b) How much should your annual budget be for student texts? \_\_\_\_\_

17

- 11(a) Is your present annual budget for material and supplies sufficient? 18
- ☐ <sub>1</sub> Yes - Go to Question 12(a) ☐ <sub>2</sub> No
- 11(b) How much should your annual budget be for material and supplies? 19
- \_\_\_\_\_
- 12(a) Is your present annual budget for travel sufficient? 20
- ☐ <sub>1</sub> Yes - Go to Question 13(a) ☐ <sub>2</sub> No
- 12(b) How much should your annual budget be for travel? 21
- \_\_\_\_\_
- 13(a) Is your present annual budget for advertising sufficient? 22
- ☐ <sub>1</sub> Yes - Go to Question 14(a) ☐ <sub>2</sub> No
- 13(b) How much should your annual budget be for advertising? 23
- \_\_\_\_\_
- 14(a) Is your present annual budget for janitorial/rental services sufficient? 24
- ☐ <sub>1</sub> Yes - Go to Question 15(a) ☐ <sub>2</sub> No
- 14(b) How much should your annual budget be for janitorial/rental services? 25
- \_\_\_\_\_
- 15(a) Is your present annual budget for staff development sufficient? 26
- ☐ <sub>1</sub> Yes - Go to Question 16 ☐ <sub>2</sub> No
- 15(b) How much should your annual budget be for staff development? 27
- \_\_\_\_\_
- 16 Overall how much should the annual budget be for the East/West locations of the Adult Night Class Program? 28
- \_\_\_\_\_
- 17(a) Should a nominal fee be charged to enroll in the Adult Night Class Program? 29
- ☐ <sub>1</sub> Yes ☐ <sub>2</sub> No - Go to Question 18(a)
- 17(b) If yes, what should this fee be? 30
- \_\_\_\_\_

RECRUITMENT OF INSTRUCTORS

- 18(a) What procedure is used to recruit instructors? \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

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PRI1 ☐ 31

PRI2 ☐ 32



18(b) What are the minimum qualifications required to become an instructor? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

18(c) Do you have any instructors who do not meet the minimum qualifications?

☐ 1 Yes ☐ 2 No - Go to Question 19(a)

18(d) If yes, how many? \_\_\_\_\_

18(e) Why did you hire these instructors? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

# RECRUITMENT OF STUDENTS

19(a) What method(s) of advertising do you use to recruit students?

☐ 1 Local Radio Stations ☐ 4 Posters  
☐ 2 Local TV Station ☐ 5 Canada Employment & Immigration Commission  
☐ 3 Newspapers ☐ 6 Other, please specify \_\_\_\_\_

19(b) Are present advertising methods adequate?

☐ 1 Yes - Go to Question 20 ☐ 2 No

19(c) How could the present method(s) of advertising the program be improved? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

20(a) Should there be a prerequisite for a student entering the Adult Night Class Program?

☐ 1 Yes ☐ 2 No - Go to Question 21(a)

20(b) What should the prerequisite be? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

# STUDENT AND COURSE EVALUATION

21(a) Do your instructors complete an evaluation form on each student prior to his/her exit from the program?

☐ 1 Yes ☐ 2 No - Go to Question 21(c)

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MQI ☐ 33

WHI ☐ 36

IMPA ☐ ☐ 39

SME ☐ ☐ 41

34

35

37

38

40

42

21(b) How is this information utilized? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Go to Question 22(a)

21(c) In your opinion, should an evaluation form be completed on each student prior to his/her exit from the program?

☐ 1 Yes - Go to Question 22(a) ☐ 2 No 45

21(d) Why not? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

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EUSC1 ☐ ☐ 43

EUSC2 ☐ ☐ 44

NSEV1 ☐ ☐ 46

NSEV2 ☐ ☐ 47

TIMING OF THE COURSE

22(a) How many nights per week should Adult Night Classes be offered?

☐ 1 One Night ☐ 3 Three Nights ☐ 5 Five or more nights 48  
☐ 2 Two Nights ☐ 4 Four Nights

22(b) In your opinion, what time of year should the Adult Night Class be offered?

☐ 1 Sept. - March ☐ 5 Oct. to March ☐ 9 Nov. - March  
☐ 2 Sept. - April ☐ 6 Oct. - April ☐ 10 Nov. - April  
☐ 3 Sept. - May ☐ 7 Oct. - May ☐ 11 Nov. - May  
☐ 4 Sept. - June ☐ 8 Oct. - June ☐ 12 Nov. - June  
☐ 13 Other, Please Specify \_\_\_\_\_ 49

ASSESSMENT OF PROGRAM EQUIVALENCY AND CURRICULUM

23(a) Is completion of Grade 12 through the Adult Night Class Program equivalent to Grade 12 acquired through B.T.S.D?

☐ 1 Yes ☐ 2 No ☐ 3 Don't know 50

23(b) Should it be equivalent to B.T.S.D.?

☐ 1 Yes ☐ 2 No ☐ 3 Don't know 51  
 Go to Question 23(d) Go to Question 23(d)

23(c) What changes, if any, are required in the Adult Night Class Program to provide this equivalency? \_\_\_\_\_

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CBTSDEQ1 ☐ ☐ 52

CBTSDEQ2 ☐ ☐ 53

23(d) Is completion of Grade 12 through the Adult Night Class Program equivalent to Grade 12 General acquired through the school system?

☐ <sub>1</sub> Yes ☐ <sub>2</sub> No ☐ <sub>3</sub> Don't Know 54

23(e) Should it be equivalent to Grade 12 General?

☐ <sub>1</sub> Yes ☐ <sub>2</sub> No ☐ <sub>3</sub> Don't Know  
Go to Question 23(g) Go to Question 23(g) 55

23(f) What changes, if any, are required in the Adult Night Class Program to provide this equivalency? \_\_\_\_\_

CGENEQ1 ☐ ☐ 56

CGENEQ2 ☐ ☐ 57

23(g) Is completion of Grade 12 through the Adult Night Class Program equivalent to Grade 12 academic acquired through the school system?

☐ <sub>1</sub> Yes ☐ <sub>2</sub> No ☐ <sub>3</sub> Don't Know 58

23(h) Should it be equivalent to Grade 12 academic?

☐ <sub>1</sub> Yes ☐ <sub>2</sub> No ☐ <sub>3</sub> Don't Know  
Go to Question 24(a) Go to Question 24(a) 59

23(i) What changes, if any, are required in the Adult Night Class Program to provide this equivalency? \_\_\_\_\_

CACEQ1 ☐ ☐ 60

CACEQ2 ☐ ☐ 61

24(a) Are graduates from the Adult Night Class Program admitted to the Post-secondary programs at Holland College?

☐ <sub>1</sub> Yes ☐ <sub>2</sub> No ☐ <sub>3</sub> Don't Know  
Go to Question 25(a) Go to Question 25(a) 62

24(b) What changes, if any, should be made to the Adult Night Class Program in order that graduates be admitted to Holland College Post-secondary program? \_\_\_\_\_

CGANC1 ☐ ☐ 63

CGANC2 ☐ ☐ 64

25(a) The Adult Night Class Program curriculum is not standard throughout the Province. In your opinion should the program curriculum be standardized?

☐ <sub>1</sub> Yes - Go to Question 26(a)      ☐ <sub>2</sub> No

65

25(b) Why not? \_\_\_\_\_

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WNSC1 ☐ ☐ 66

WNSC2 ☐ ☐ 67

ADMINISTRATION DIFFICULTIES

26(a) What difficulties, if any, have you encountered in administering the Adult Night Class Program? \_\_\_\_\_

DADM1 ☐ ☐ 68

DADM2 ☐ ☐ 69

26(b) Have these difficulties been corrected?

☐ <sub>1</sub> Yes - Go to Question 27      ☐ <sub>2</sub> No

70

26(c) What difficulties have not been corrected? \_\_\_\_\_

DIFNC1 ☐ ☐ 71

DIFNC2 ☐ ☐ 72

PROGRAM CHANGES

27 What changes, if any, would you like to see in the administration of the Adult Night Class Program? \_\_\_\_\_

CGADM1 ☐ ☐ 73

CGADM2 ☐ ☐ 74

28 What changes, if any, would you like to see made in the curriculum of the Adult Night Class Program? \_\_\_\_\_

CGCUR1 ☐ ☐ 75

CGCUR2 ☐ ☐ 76

29 What other changes, if any, are required in the Adult Night Class Program? \_\_\_\_\_

CGOTH1 ☐ ☐ 77

CGOTH2 ☐ ☐ 78

★8★

ANY OTHER COMMENTS

30 Do you have any other comments you would like to make concerning the Adult Night Class Program?

[illegible]

Thank you for your co-operation and assistance!!!

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COM1 

|  |  |
|--|--|
|  |  |
|--|--|

 79COM2 

|  |  |
|--|--|
|  |  |
|--|--|

 80

ID    81